

# public agenda

March 3, 2020  
12:00 p.m.

Multipurpose Room,  
Education Centre  
1221 8 Street SW,  
Calgary, AB

## R-1: Mission |

Each student, in keeping with their individual abilities and gifts, will complete high school with a foundation of learning necessary to thrive in life, work and continued learning.

Conflict of Interest reminder: Trustees must disclose any potential pecuniary interest in any matter before the Board of Trustees, as set forth in the agenda as well as any pecuniary interest in any contract before the Board requiring the Board's approval and/or ratification.

Time	Topic	Who	Policy Ref	Attachment
12:00 p.m.	<b>1   Call to Order, National Anthem and Welcome</b>			
	<b>2   Consideration/Approval of Agenda</b>		GC-2	
	<b>3   Awards and Recognitions</b>			
	<b>4   Results Focus</b>			
	4.1 Results 3: Citizenship – Annual Monitoring	J. Pitman/ D. Yee	R-3	Page 4-1
	<b>5   Operational Expectations</b>			
	5.1 OE-7: Communication With and Support for the Board – Annual Monitoring	C. Usih	OE-7	Page 5-1
	<b>6   Public Comment [ <a href="#">pdf</a> ]</b>		GC-3.2	
	Scheduled only when public comment request(s) comply with the requirements outlined in Board Meeting Procedures			
	<b>7   Matters Reserved for Board Information</b>			
	7.1 Three-Year School Capital Plan	D. Breton	OE-5,6,7,8, 9	Page 7-1



Time	Topic	Who	Policy Ref	Attachment
	<b>8   Matters Reserved for Board Decision</b>	Board	GC-3	
	8.1 2020 ASBA Edwin Parr Teacher Nominee		OE-4	Page 8-1
	<b>9   Consent Agenda</b>	Board	GC-2.6	
	9.1 Items Provided for Board Approval			
	9.1.1 Minutes of the Regular Meetings held: <ul style="list-style-type: none"> <li>December 3, 2019</li> <li>December 10, 2019</li> <li>January 7, 2020</li> <li>January 14, 2020</li> </ul> <p><i>(THAT the Board approves the minutes as submitted.)</i></p>			Page 9-1 Page 9-7 Page 9-18 Page 9-30
	9.2 Items Provided for Board Information		OE-7	
	9.2.1 Correspondence			Page 9-49
	<b>10   In-Camera Session</b>			
4:30 p.m.	<b>11   Adjournment</b>			
	<b>Debrief</b>	Trustees	GC-2.3	

**Notice |**

This public Board meeting will be recorded & posted online.  
Media may also attend these meetings.  
You may appear in media coverage.

Archives will be available for a period of two years.  
Information is collected under the authority of the School Act and the  
Freedom of Information and Protection of Privacy Act section 33(c)  
for the purpose of informing the public.

For questions or concerns, please contact:  
Office of the Corporate Secretary at [corpsec@cbe.ab.ca](mailto:corpsec@cbe.ab.ca).

## results monitoring report

### Results 3: Citizenship


#### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Results 3: Citizenship, the Chief Superintendent certifies that the information in this report is accurate and complete, and that the organization is:

- ☒ making reasonable progress toward achieving the desired results.
- ☐ making reasonable progress with exception (s) (as noted).
- ☐ not making reasonable progress.

Monitoring report for the  
school year 2018-19

Report date:  
March 3, 2020

Signed:  Date: March 3, 2020  
Christopher Usih, Chief Superintendent

#### BOARD OF TRUSTEES ACTION

With respect to Results 3: Citizenship, the Board of Trustees finds the organization:

- ☐ to be making reasonable progress.
- ☐ to be making reasonable progress with exception (as noted in motion).
- ☐ not to be making reasonable progress.

Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Marilyn Dennis, Chair, Board of Trustees



## Executive Summary |

Results 3: Citizenship was a minor focus on the 2018-19 CBE Student Survey. As such, questions for the following policy and indicators were not asked:

- Policy 3.2 – indicators 2 & 3
- Policy 3.3 – indicators 2 & 3
- Policy 3.4 – indicator 1
- Policy 3.5 – indicator 2

## Analysis |

The report card data indicates that Overall Levels of Success are at a fairly constant level. Work needs to continue on helping students who are assessed with an indicator of Network of Support Required or Individual Program Plan, better understand how to meet with success on the Results 3 report card stems.

The one policy (3.1) that was the focus of the CBE Student Survey saw significant declines in Overall Agreement. This may be as a result of demands students have on their time both at school and in the community at large.

## Targets |

Targets will be considered annually and finalized based on the identified areas of concern. What follows is a summary of the targets for 2018-19 and whether they were met or not.

### Policy 3.1

- Indicator 1 – Target for 2018-19: results at or above 98%  
This target was met.
- Indicator 2 – Target for 2018-19: improvement on baseline summary measure  
This target was not met.
- Indicator 3 – Target for 2018-19: improvement on baseline summary measure  
This target was not met.

### Policy 3.2

- Indicator 1 – Target for 2018-19: results at or above 94%  
This target was met.

### Policy 3.3

- Indicator 1 – Target for 2018-19: results at or above 98%  
This target was met.

### Policy 3.5

- Indicator 1 – Target for 2018-19: results at or above 97%  
This target was met.

## Glossary of Terms |

- Board: Board of Trustees
- Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.
- Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.
- Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent’s and the organization’s performance targets and form the basis for judging organization and Chief Superintendent performance.

## Policy |

Results 3: Each student will be a responsible citizen.

## Interpretation |

The Chief Superintendent interprets the Board of Trustees’ values in this statement to affirm the responsibility of public education to contribute to the development of informed and engaged community members.

The Chief Superintendent interprets *each student will be a responsible citizen* to mean that in and through their learning program, every individual learner in The Calgary Board of Education will understand and act within the rights and obligations of community membership and that they will be prepared to assume the social and civic responsibilities of adulthood.



## Students will:

3.1 Participate in developing and maintaining our Canadian civil, democratic society.

## Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be involved members of their communities.

The Chief Superintendent interprets *participate in developing and maintaining our Canadian civil, democratic society* to mean that students will exercise the democratic rights and responsibilities afforded to them by the community, including actions that help to create positive change.

Specifically, this means that students will:

- act on behalf of themselves, others and the community;
- contribute to events of common concern; and
- help groups work together.

## Indicators |

1. Percentage of students in kindergarten-grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.
2. Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning the learning community; as indicated by the Overall Agreement of the **Learning Community Citizenship Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the **Service Summary Measure** from the CBE Student Survey.



## Students will:

3.2 Understand the rights and responsibilities of citizenship in local, national and international contexts.

### Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will be informed about and able to contribute to their immediate communities and the larger world.

The Chief Superintendent interprets *rights and responsibilities of citizenship* to mean the freedoms and obligations of all Canadian citizens.<sup>1</sup>

The Chief Superintendent interprets *local, national and international contexts* to include home, neighbourhood and school groups as well as Calgary, Alberta, Canada and the world.

### Indicators |

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.
2. Percentage of students who report they understand what it means to be a responsible citizen in their local and national communities; as indicated by the Overall Agreement of the **Local and National Citizenship Summary Measure** from the CBE Student Survey.
3. Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

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<sup>1</sup> Government of Canada, Citizenship and Immigration Canada, Study Guide – Discover Canada: The rights and responsibilities of citizenship. Retrieved February 10, 2020 from <https://www.canada.ca/en/immigration-refugees-citizenship/corporate/publications-manuals/discover-canada/read-online/rights-responsibilities-citizenship.html>



## Students will:

3.3 Respect and embrace diversity.

### Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students appreciate the cultural pluralism and individual equality that are foundational to Canadian society.

The Chief Superintendent interprets *respect and embrace* to mean to see as equal, learn from and treat with dignity.

The Chief Superintendent interprets *diversity* to mean the full range of uniqueness within humanity.

### Indicators |

1. Percentage of students in kindergarten-grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.
2. Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.
3. Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the **Diversity and Inclusion Summary Measure** from the CBE Student Survey.



## Students will:

3.4 Be responsible stewards of the environment by contributing to its quality and sustainability.

### Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will care for the diversity and health of the land, its ecosystems and climate by minimizing the impact of their activities.

The Chief Superintendent interprets *responsible stewards* to mean that students will act to protect resources and minimize waste.

The Chief Superintendent interprets *environment* to mean the surroundings and conditions that affect the development of all living things.

The Chief Superintendent interprets *quality and sustainability* to mean the ability of the environment to support the needs of diverse life forms now and into the future.

### Indicator |

1. Percentage of students who report they take action to protect the environment and use resources responsibly; as indicated by the Overall Agreement of the **Environmental Stewardship Summary Measure** from the CBE Student Survey.



## Students will:

3.5 Be able to lead and follow as appropriate, and to develop and maintain positive relationships with other individuals and groups in order to manage conflict and to reach consensus in the pursuit of common goals.

## Interpretation |

The Chief Superintendent interprets the Board of Trustees' values in this statement to mean that students will work well with others to advance individual and group learning.

The Chief Superintendent interprets *lead and follow* to mean that students take multiple roles in contributing to the work of a group.

The Chief Superintendent interprets *develop and maintain positive relationships* to mean that students communicate and interact effectively with others.

The Chief Superintendent interprets *manage conflict and reach consensus* to mean that students communicate and problem solve together for their shared benefit.

## Indicators |

1. Percentages of students in kindergarten-grade 9 reported to work and collaborate effectively with others; as measured by student report cards.
2. Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the **Collaborative Skills Summary Measure** from the CBE Student Survey.



## Monitoring Information |

### Evidence of Progress |

Board-approved indicators and targets as well as 2018-19 results, analysis and capacity building |

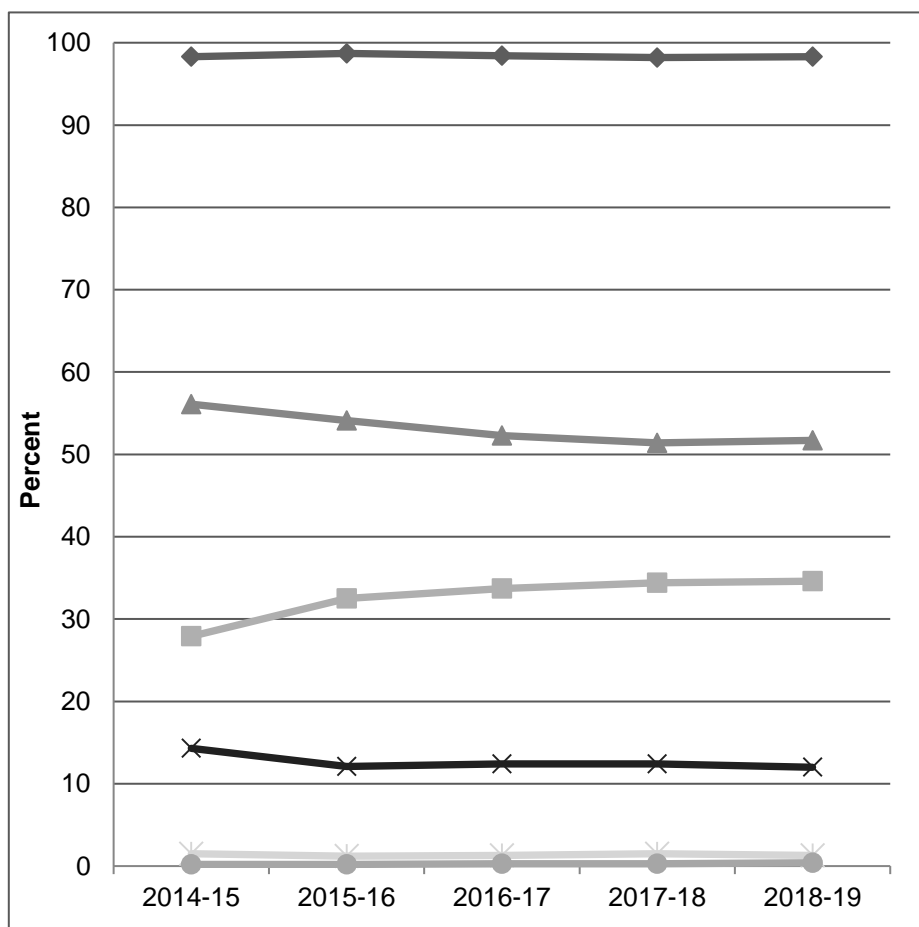
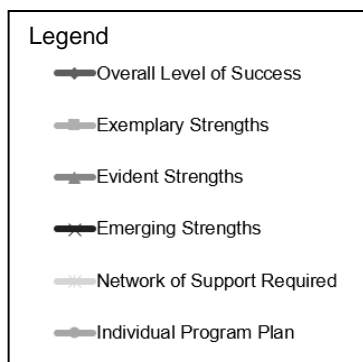
#### Policy 3.1

1. Percentage of students in kindergarten to grade 9 reported to exercise their democratic rights and responsibilities within the learning community; as measured by student report cards.

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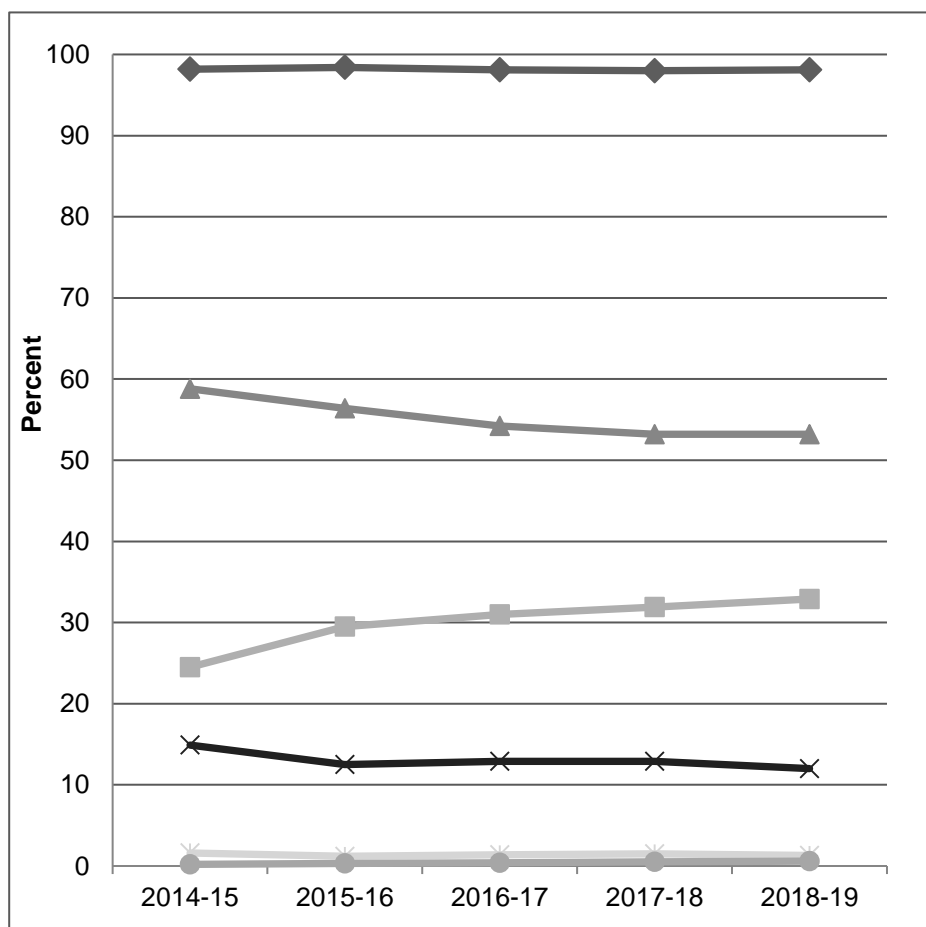
Exercises democratic rights and responsibilities within the learning community <sup>2</sup> (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	27.9	32.5	33.7	34.4	34.6
Evident Strengths	56.1	54.1	52.3	51.4	51.7
Emerging Strengths	14.3	12.1	12.4	12.4	12.0
Network of Support Required	1.5	1.2	1.3	1.5	1.3
Individual Program Plan	0.2	0.2	0.3	0.3	0.4
Overall levels of success	98.3	98.7	98.4	98.2	98.3



<sup>2</sup> The general indicators for this stem are:

- contributes to events of common concern;
- advocates for self, others and the common good;
- takes responsibility and action to help the group work smoothly; and
- adheres to community expectations and personal convictions in conducting and representing learning.

<b>Exercises democratic rights and responsibilities within the learning community (%).</b>					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	24.5	29.5	31.0	31.9	32.9
Evident Strengths	58.8	56.4	54.2	53.2	53.2
Emerging Strengths	14.9	12.5	12.9	12.9	12.0
Network of Support Required	1.6	1.2	1.4	1.5	1.3
Individual Program Plan	0.2	0.3	0.4	0.5	0.6
Overall levels of success	98.2	98.4	98.1	98.0	98.1

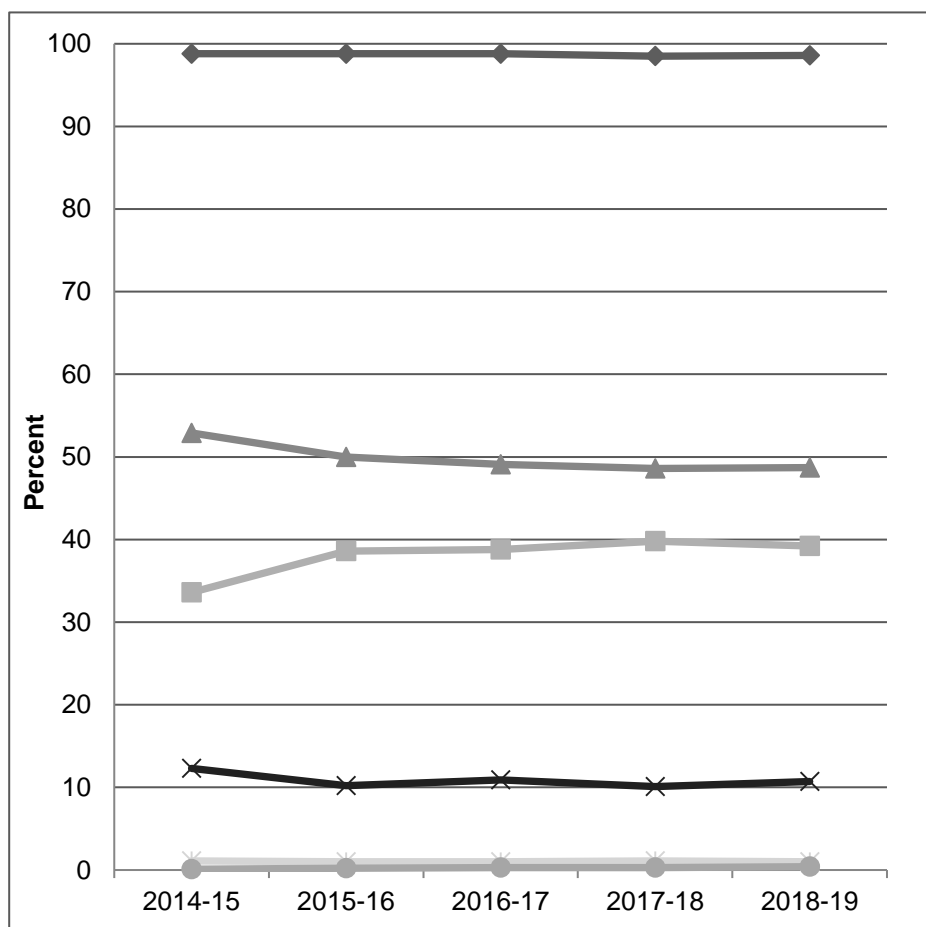
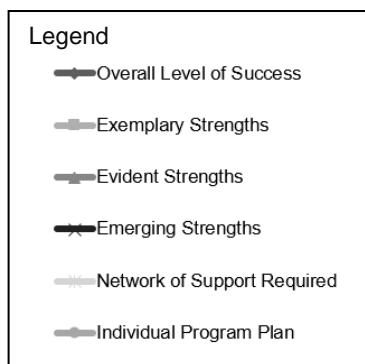


## Legend

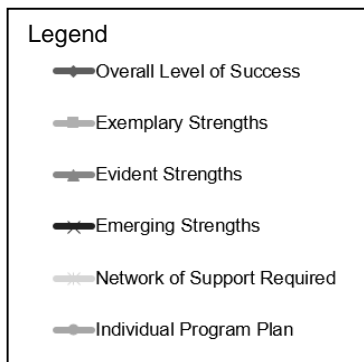
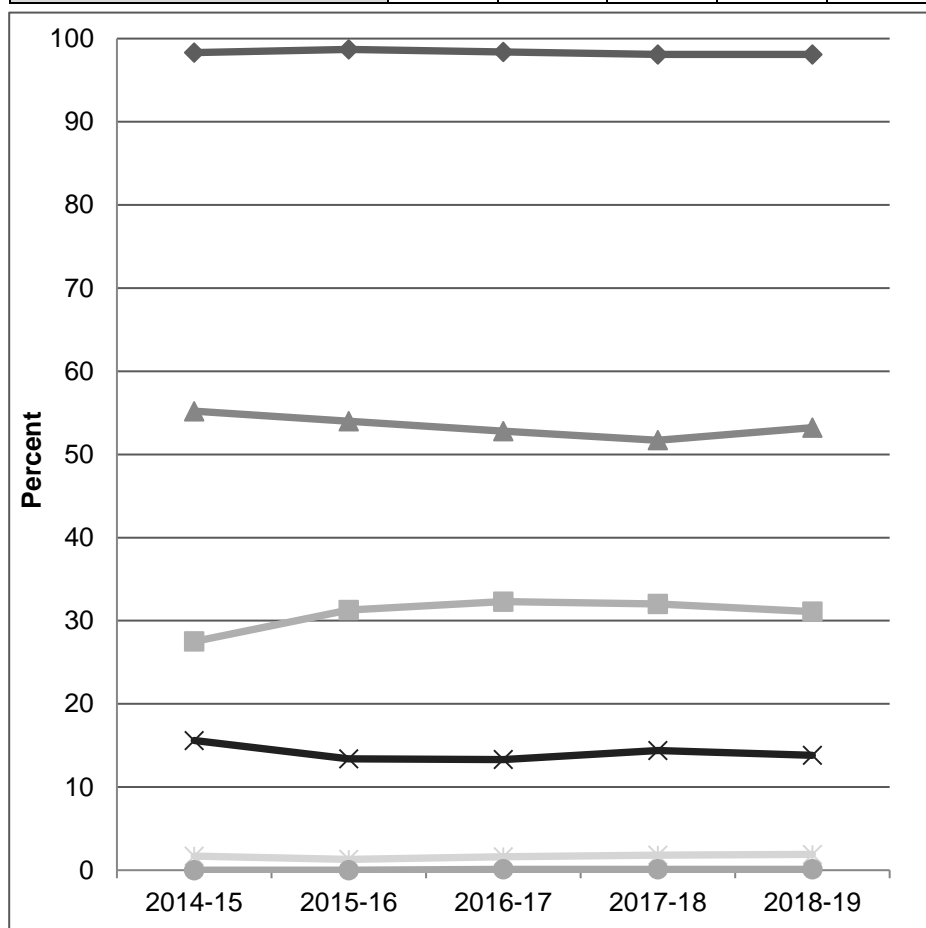
- Overall Level of Success
- Exemplary Strengths
- Evident Strengths
- Emerging Strengths
- Network of Support Required
- Individual Program Plan



Exercises democratic rights and responsibilities within the learning community (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	33.6	38.6	38.8	39.8	39.2
Evident Strengths	52.9	50.0	49.1	48.6	48.7
Emerging Strengths	12.3	10.2	10.9	10.1	10.7
Network of Support Required	1.1	1.0	1.0	1.1	1.0
Individual Program Plan	0.1	0.2	0.3	0.3	0.4
Overall levels of success	98.8	98.8	98.8	98.5	98.6



Exercises democratic rights and responsibilities within the learning community (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	27.5	31.3	32.3	32.0	31.1
Evident Strengths	55.2	54.0	52.8	51.7	53.2
Emerging Strengths	15.6	13.4	13.3	14.4	13.8
Network of Support Required	1.7	1.3	1.6	1.8	1.9
Individual Program Plan	0.0	0.0	0.1	0.1	0.1
Overall levels of success	98.3	98.7	98.4	98.1	98.1



- Target 2018-19

**All Students:** Results at or above 98%.

- Analysis

**All Students:** In 2018-19, both Overall Level of Success and Evident Strengths stopped the downtrend seen in the last few years. Based on a chi-square comparison to the previous three-year average, these two results improved significantly. Despite the decrease in the magnitude, Exemplary Strengths maintained a strong upward trend over the last five years. The continuous rise in the proportion of Exemplary Strengths in the Overall Level of Success is also notable, increasing from 28.4% in 2014-15 to 34.2% in 2016-17 to 35.2% in 2018-19.

Emerging Strengths declined significantly based on a chi-square comparison to the previous three-year average

To determine improvement in Network of Support Required and Individual Program Plan, the percentage of students in these categories should decrease. The results of Network of Support Required showed improvement from 2017-18 and managed to pull the results closer to the 1.2 per cent seen in 2015-16.

**Division 1:** Similar patterns to All Student are seen in these data.

**Division 2:** In 2018-19, Exemplary Strengths experienced a decline as compared to the previous year while maintaining an upward trend across five years. The results of Network of Support Required remained statistically stable while Emerging Strengths fluctuated over the last four years.

It is also notable that Division 2 students performed the highest Overall Level of Success and Exemplary Strengths results over time as well as the lowest Emerging Strengths and Network of Support Required results among all cohorts of students. In addition, the proportion of Exemplary Strengths in the Overall Level of Success (near 40%) was the highest among different cohorts of students.

**Division 3:** Exemplary Strengths experienced a downward trend. The results of Network of Support Required continued to increase starting from the year of 2015-16. The results of Individual Program Plan remained stable at a fairly low level and was the lowest of the four cohorts.

- Interpretation

This indicator is an area of strength for the All Students cohort with stable overall levels of success above 98%. CBE students exercise democratic rights and responsibilities within their learning communities, particularly in those experiences that are embedded in the daily activity and work of the classroom, to a very high degree.



Small differences from year to year and across divisions can be attributed to changes in the population of students, while the overall results remain high. It is noted that students in Division 2 demonstrate high levels of Exemplary Strengths compared to the All Students, Division 1 and Division 3 cohorts. In K-6 settings, Division 2 students are often positioned as school leaders with responsibility to exemplify citizenship. Curriculum explorations like the democratic principles studied in Social Studies 6 and the Health and Life Skills focus on interactions with others across Division 2 provide a strong focus on citizenship for students in this division.

As noted in the analysis for Division 3, there is a growing difference between students with Exemplary Strengths in Division 2 to Division 3, with the separation being the greatest in 2018-19 at 8.1 percentage points. While some of the difference between Division 2 and Division 3 may be attributed to the unique sociological and physiological (e.g., brain development) characteristics of the age group in Division 3, the trending decline in Exemplary Strengths in Division 3 is addressed below.

- Building Capacity

Continue to work with students assessed with Network of Support Required or Individual Program Plan to better understand how to help them be successful.

In transition meetings between elementary and middle schools, encourage a focus on conditions for success in Division 3 for students who have achieved EM, NSR or IPP in this stem of citizenship.

Along with the intentional transition planning for students who have IPPs, begin to use intentional transition planning for students achieving Network of Support in this Results stem as they move from Division 2 to Division 3.



2. Percentage of high school students who report that they exercise their democratic rights and responsibilities within the learning community; as indicated by the Overall Agreement of the **Learning Community Citizenship Summary Measure** from the CBE Student Survey.

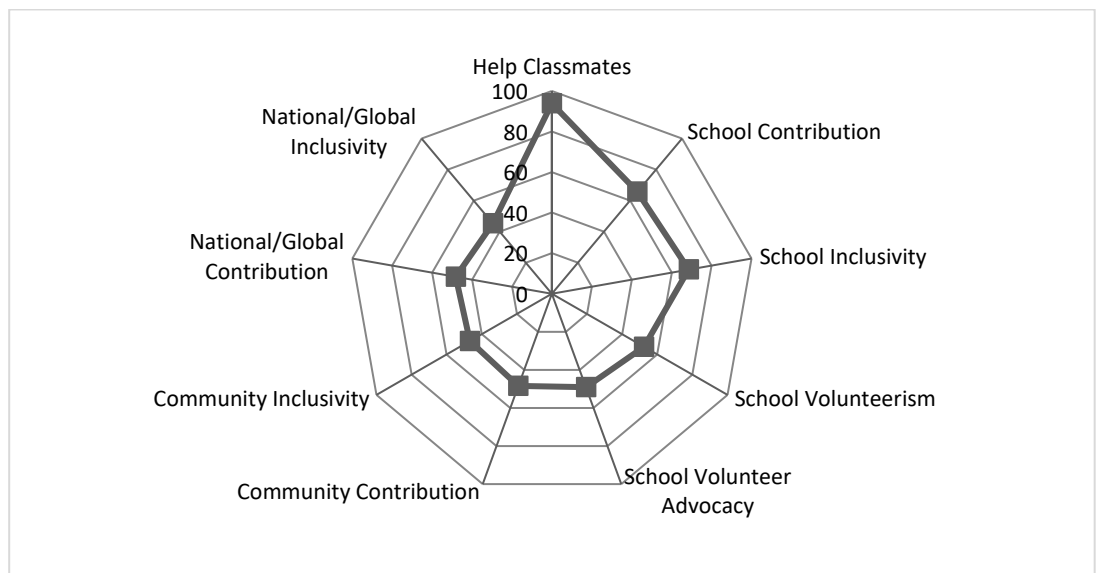
<b>Learning Community Citizenship Summary Measure</b>		
	<b>2017-18<sup>3</sup></b>	<b>2018-19</b>
<b>Overall Sample Size</b>	18 690	8 120
<b>Overall Agreement (%)</b>	59.3	57.6

<b>Learning Community Citizenship Summary Measure by Grade</b>		
<b>Overall Agreement (%)</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Grade 11</b>	59.4	56.9
<b>Grade 12</b>	59.1	58.3

<b>Question Theme</b>	<b>Overall Agreement (%)</b>	
	<b>2017-18</b>	<b>2018-19</b>
Help Classmates	94.3	93.9
School Contribution	61.9	65.6
School Inclusivity	68.8	68.5
School Volunteerism	55.2	52.5
School Volunteer Advocacy	52.7	49.1
Community Contribution	50.4	48.5
Community Inclusivity	47.5	46.8
National/Global Contribution	49.9	48.2
National/Global Inclusivity	46.6	45.3

<sup>3</sup> As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.





- Target 2018-19

Improvement on baseline summary measure.

- Analysis

A decline in the Overall Agreement results can be observed over the last two years while the gap was noticeably smaller for Grade 12 students. Moreover, the results of Help Classmates were continuously strong and the slight decrease compared to 2017-18 result was not significant. The only significant improvement was in School Contribution.

- Interpretation

With only two years of data, these are new measures that are collected as part of a baseline. It is noted that a significant area of strength for CBE students in grades 11 and 12 is that their response to helping classmates in need was very high, above 93%.

Student responses to the question around their own participation in decision making at their school increased from 2017-18 to 2018-19, but this is still much lower than their response for helping classmates. Being part of a class and helping classmates is a fundamental experience of school for each student. While high schools provide opportunities for students to share their thoughts (e.g., Input Day, Student Voice committees) at their schools, the results for participating in decision making at the broader school level is expected to be less because it asks students to consider their experience beyond the classroom.

The remaining questions around volunteerism at the school, community and national/global level saw results decrease in each area from 2017-18. The highest result is in the area of students helping others in the school community, suggesting that students have higher levels of involvement in issues and events with which they are closest

High schools offer varied opportunities for students to volunteer within the school community, and this is shown in the highest student responses for participation in volunteerism within the school community. Some of these opportunities, among many varied options, include structures for peer tutoring, mentoring newcomer youth and care for the school environment.

There is a question around whether students are making associations between their volunteer activity in the school, community and national/global setting with the questions as they are asked here, as students are asked to respond about their involvement exclusively with volunteer events that are organized by the school.

Competing interests for the levels of student participation in volunteerism in the school, the community and at the national/global level may include: academics, work, athletics, visual or performing arts, interest clubs at school or in the community, preparation for post-secondary, opportunities for exploratory, dual credit or apprenticeships, and other possible commitments not listed here.

It should be noted that the Statistics Canada 2018 *General Social Survey - Giving, Volunteering and Participating* reports an overall volunteer rate for ages 15 and older as 43.6% with the 15 to 24 age group being 53.2%.

- Building Capacity

Engage teams with high school portfolios (including Complementary Curriculum, Core Curriculum, Student Voice and Pathways to High School Success) in discussion around how to increase student participation in decision making at the school level, and in determining appropriate measures for student response to the questions around volunteerism in the school, the community and in national/global settings.

Encourage staff to build opportunities for volunteerism in the school, community and in national/global settings within core and complementary programming.

Collect student voice on the impediments to:

- participating in decision making or to volunteer; and
- encouraging others to participate in decision making or to volunteer.



3. Percentage of high school students who report that they have participated in community service, school service or volunteer work to help others; as indicated by the Overall Agreement of the **Service Summary Measure** from the CBE Student Survey

<b>Service Summary Measure</b>		
	<b>2017-18<sup>4</sup></b>	<b>2018-19</b>
<b>Overall Sample Size</b>	18 184	7 933
<b>Overall Agreement (%)</b>	75.7	72.8

<b>Service Summary Measure by Grade</b>		
<b>Overall Agreement (%)</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Grade 11</b>	75.7	72.3
<b>Grade 12</b>	75.7	73.4

<b>Question Theme</b>	<b>Overall Agreement (%)</b>	
	<b>2017-18</b>	<b>2018-19</b>
School Volunteerism - Frequency	71.8	69.6
Community Volunteerism - Frequency	79.7	76.1

- Target 2018-19

Improvement on baseline summary measure.

- Analysis

A decline in the Overall Agreement results can be observed over the last two years while the gap was smaller for Grade 12 students. In 2018-19, decreases can be seen for both questions as compared to the results in 2017-18.

<sup>4</sup> As a result of an error in the survey program software, student results were counted twice. This has no effect on the percentage results. The sample size should be half of what is noted here.

- Interpretation

With only two years of data, these are new measures that are collected as part of a baseline.

These questions capture students' perceptions of the frequency of their personal volunteer activity in the school and community, different from the questions on whether they participate in volunteer opportunities organized by the school. These results are higher because they speak to frequency.

- Building Capacity

Collect student voice on the impediments to volunteering.

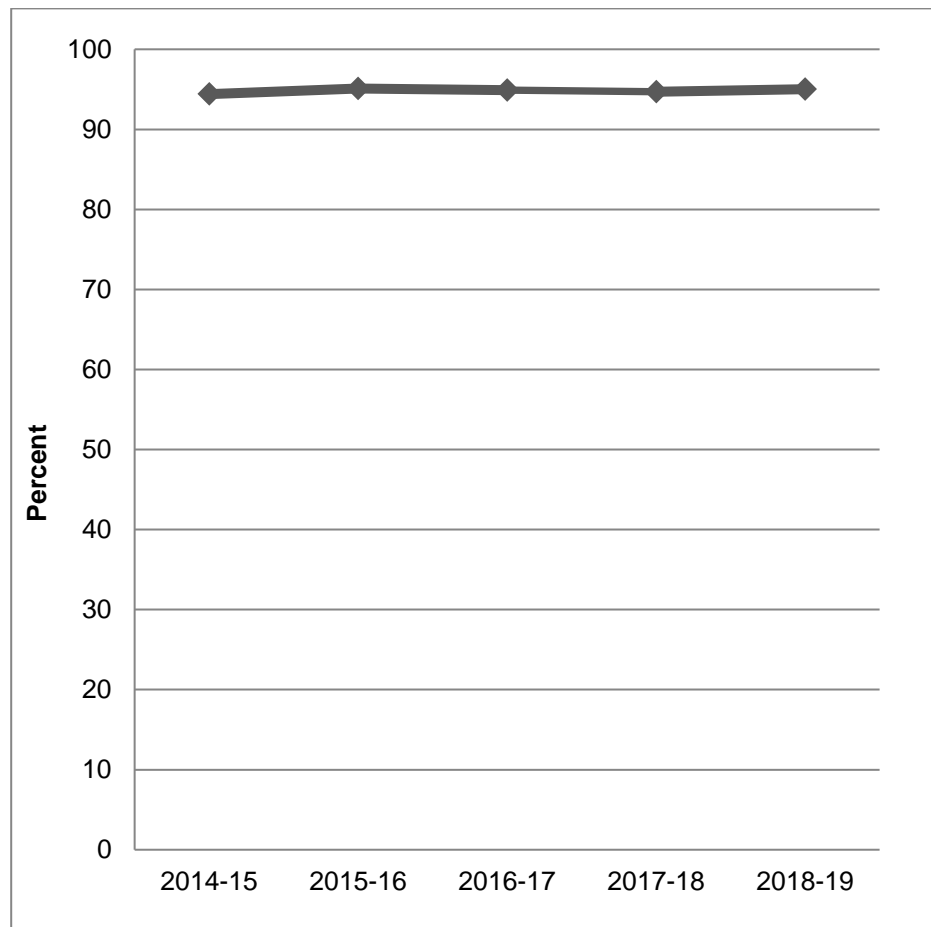
Encourage staff to build opportunities for volunteerism in the school, community and in national/global settings within core and complementary programming.



### Policy 3.2

1. Percentage of students successfully demonstrating understanding of Social Studies issues, information and ideas; as measured by school report cards.

Students demonstrating understanding of Social Studies issues, information and ideas (%).				
2014-15	2015-16	2016-17	2017-18	2018-19
94.4	95.1	94.9	94.7	95.0



- Target 2018-19

Results at or above 94%.

- Analysis

In 2018-19, the result stopped the downtrend over the last few years and showed a noticeable increase comparing to the results in 2017-18, moreover, it almost matched the highest performance level in 2015-16. The five-year trend is stable.

- Interpretation

Successfully demonstrating understanding of Social Studies issues, information and ideas as measured by pass rates in Social Studies courses continues to be an area of stability and strength for CBE students, with success rates at 95.0% in 2018-19 and only minor fluctuations in the past 5 years.

- Capacity Building

Consider the achievement by social studies course to determine where there are gaps to inform teachers so the gaps can be addressed.



2. Percentage of students who report they understand what it means to be a responsible citizen in their local and national communities; as indicated by the Overall Agreement of the **Local and National Citizenship Summary Measure** from the CBE Student Survey.

Results 3: Citizenship was a minor focus on the 2018-19 CBE Student Survey. The questions that inform this summary measure were not asked.

3. Percentage of students who report they understand what it means to be a responsible global citizen; as indicated by the Overall Agreement of the **Global Citizenship Summary Measure** from the CBE Student Survey.

Results 3: Citizenship was a minor focus on the 2018-19 CBE Student Survey. The questions that inform this summary measure were not asked.

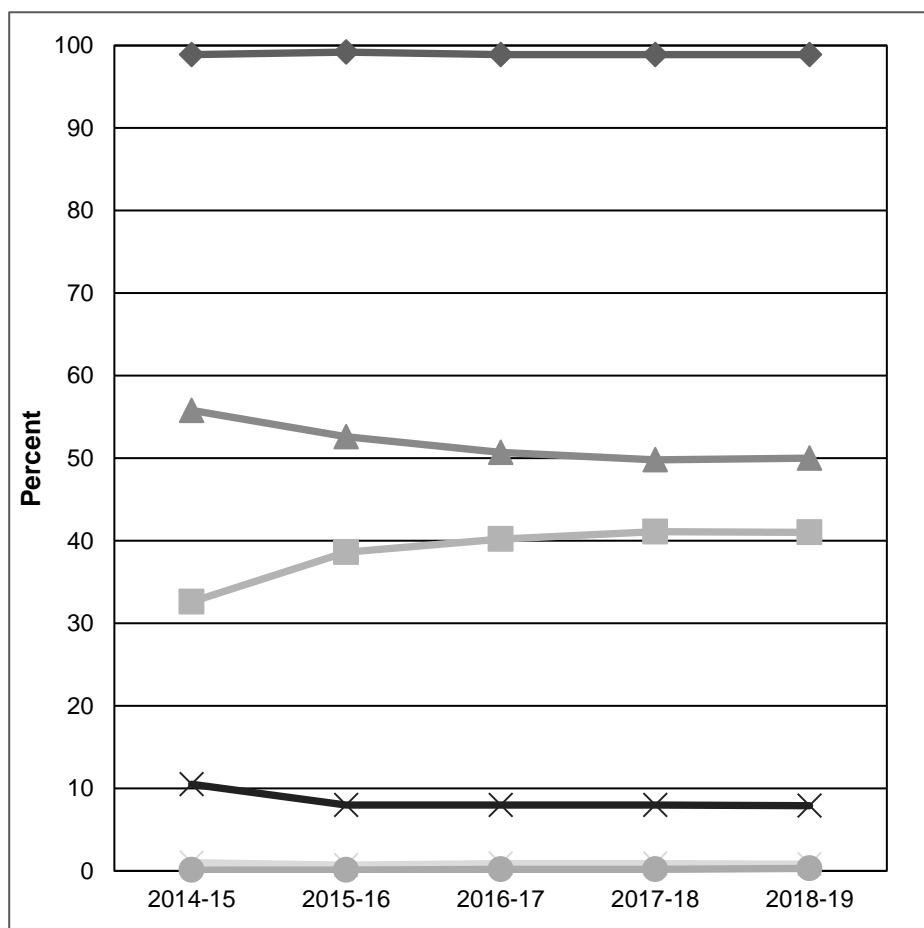
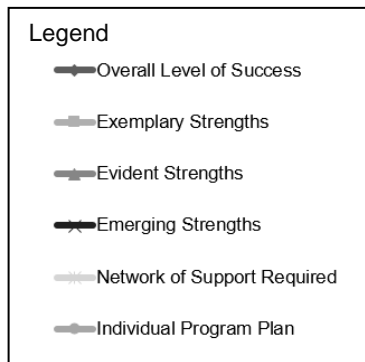
### **Policy 3.3**

1. Percentage of students in kindergarten to grade 9 reported to demonstrate respect and appreciation for diversity; as measured by student report cards.

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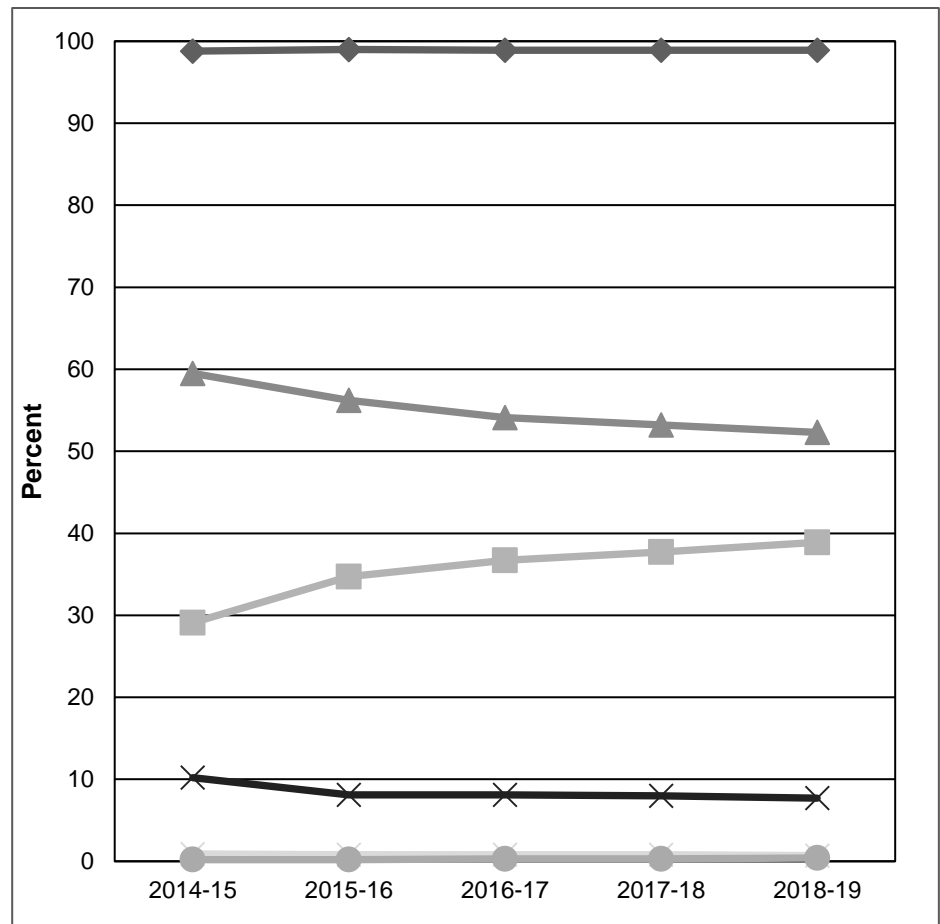
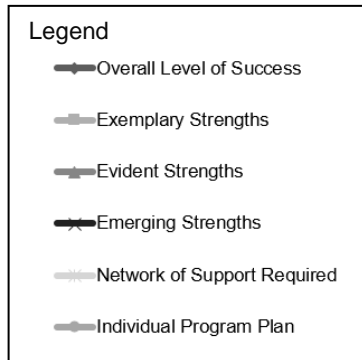
Demonstrates respect and appreciation for diversity <sup>5</sup> (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	32.6	38.6	40.2	41.1	41.0
Evident Strengths	55.8	52.6	50.7	49.8	50.0
Emerging Strengths	10.5	8.0	8.0	8.0	7.9
Network of Support Required	1.0	0.7	0.9	0.9	0.8
Individual Program Plan	0.1	0.1	0.2	0.2	0.3
Overall Level of Success	98.9	99.2	98.9	98.9	98.9



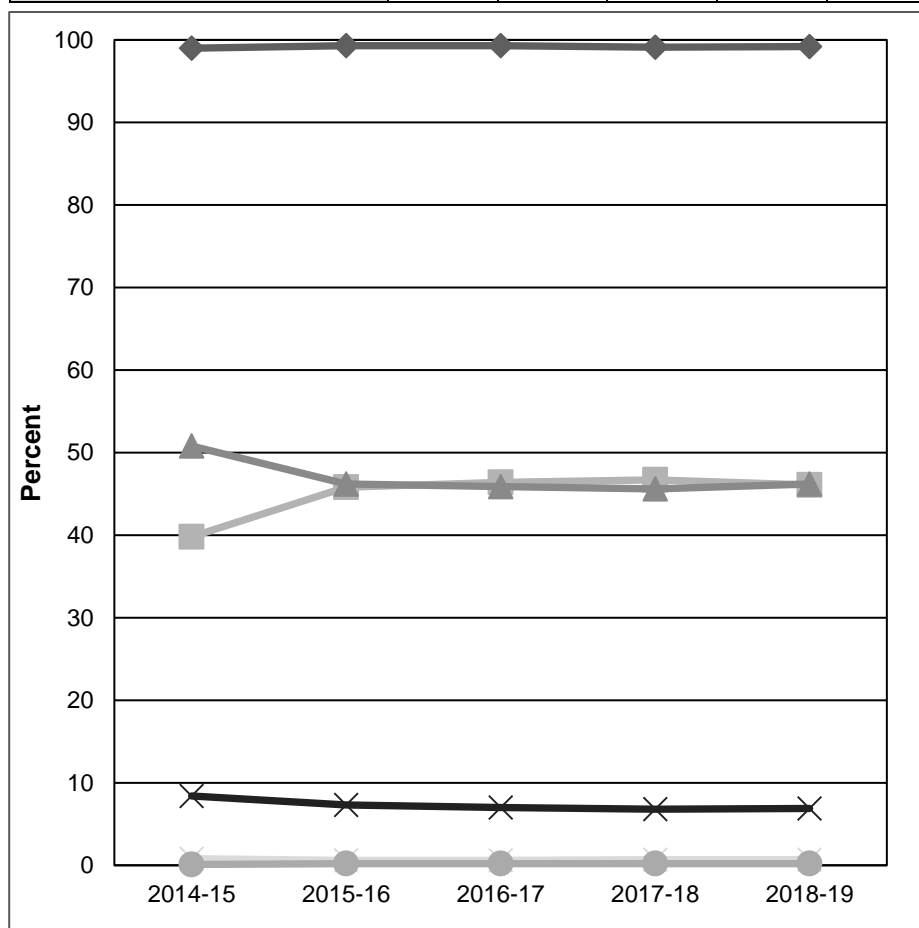
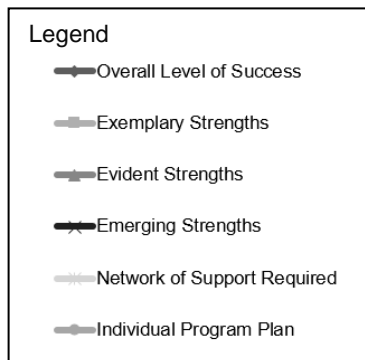
<sup>5</sup> The general indicators for this stem are:

- shows concern for the dignity and equality of all;
- demonstrates appreciation for individual and cultural differences;
- seeks to learn about and from unfamiliar ways of thinking and living; and
- uses diverse viewpoints in a learning context.

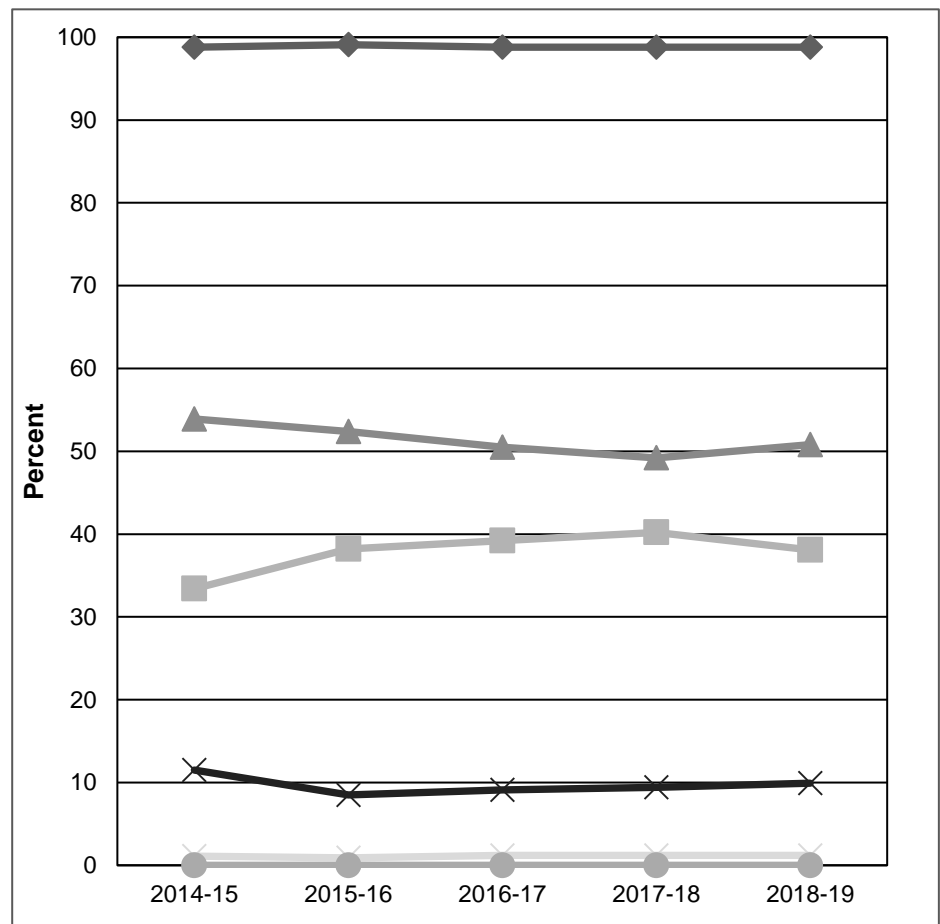
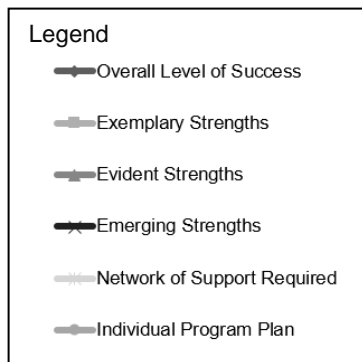
Demonstrates respect and appreciation for diversity (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	29.1	34.7	36.7	37.7	38.9
Evident Strengths	59.5	56.2	54.1	53.2	52.3
Emerging Strengths	10.2	8.1	8.1	8.0	7.7
Network of Support Required	0.9	0.8	0.8	0.8	0.7
Individual Program Plan	0.2	0.2	0.3	0.3	0.4
Overall Level of Success	98.8	99.0	98.9	98.9	98.9



Demonstrates respect and appreciation for diversity (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	39.8	45.8	46.4	46.7	46.1
Evident Strengths	50.8	46.2	45.9	45.6	46.2
Emerging Strengths	8.4	7.3	7.0	6.8	6.9
Network of Support Required	0.8	0.6	0.6	0.7	0.7
Individual Program Plan	0.1	0.2	0.2	0.2	0.2
Overall Level of Success	99.0	99.3	99.3	99.1	99.2



Demonstrates respect and appreciation for diversity (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	33.4	38.2	39.2	40.2	38.1
Evident Strengths	53.9	52.4	50.5	49.2	50.8
Emerging Strengths	11.5	8.5	9.1	9.4	9.9
Network of Support Required	1.1	0.9	1.2	1.2	1.2
Individual Program Plan	0.0	0.0	0.0	0.0	0.0
Overall Level of Success	98.8	99.1	98.8	98.8	98.8



- Target 2018-19

**All Students:** Results at or above 98%.

- Analysis

**All Students:** Across five years, the Overall Level of Success maintained a statistically stable performance despite the moderate increase in 2015-16 while Exemplary Strengths showed an upward trend over the five years. In 2018-19, Evident Strengths showed the first increase after the consecutive decelerated declines since 2015-16 while the five-year trend is downward. The 2018-19 result improved significantly based on a chi-square comparison to the previous three-year average.

Moreover, after the noticeable decrease in 2015-16, Emerging Strengths maintained a steady performance around 8 per cent with the last four-year trend being stable. The results of Network of Support Required in 2018-19 showed slight improvement from 2017-18 and managed to pull the results closer to the 0.7 per cent result in 2015-16. The results of Individual Program Plan continued to slowly accumulate.

The rise in the proportion of Exemplary Strengths in the Overall Level of Success was also notable, increasing from 33.0% in 2014-15 to 40.6% in 2016-17 to 41.5% in 2018-19.

**Division 1:** The Overall Level of Success maintained a stable performance around 98.9 per cent across five years while Exemplary Strengths showed a strong upward trend over time. Both Evident Strengths and Emerging Strengths showed a five-year downward trend. Moreover, opposite performances were seen in Network of Support Required and Individual Program Plan. The results of Network of Support Required remained a decreasing tendency while Individual Program Plan continued to accumulate. Moreover, Division 1 students performed the strongest in their Evident Strengths and Network of Support Required results among the four cohorts.

**Division 2:** The Overall Level of Success maintained a relatively stable performance around 99.2 per cent across five years while Exemplary Strengths showed a strong upward trend over time. In 2018-19, both Evident Strengths and Emerging Strengths showed the first increase after the consecutive decelerated declines since 2015-16. Despite the initial change in 2015-16, the results of Network of Support Required and Individual Program Plan showed relatively stable performances over the last few years.



Division 2 students performed the highest Overall Level of Success and Exemplary Strengths results over time amongst all four cohorts. In addition, the proportion of Exemplary Strengths in the Overall Level of Success (more than 46%) in 2018-19 was the highest amongst different cohorts of students.

**Division 3:** Except for the increase in 2015-16, the Overall Level of Success maintained a stable performance of 98.8 per cent across the years. In 2018-19, as with All Students, Evident Strengths showed the first noticeable increase after the consecutive decelerated declines since 2015-16. While Exemplary Strengths showed the first noticeable decrease after the consecutive decelerated increases since 2015-16. Despite the initial drop in 2015-16, the results of Emerging Strengths maintained a steady upward trend over the last few years. Moreover, except for the drop in 2015-16, the results of Network of Support Required maintained a stable performance of 1.2 per cent over time. The results of Individual Program Plan remained at 0 percent, an anomaly within the four cohorts.

- Interpretation

Demonstrating respect and appreciation for diversity continues to be an area of stability and strength for CBE students, with a 2018-19 Overall Level of Success at 98.9% and only minor fluctuations in the past 5 years.

It is noted that students in Division 2 demonstrate high levels of Exemplary Strengths compared to the All Students, Division 1 and Division 3 cohorts. In K-6 settings, Division 2 students are often positioned as school leaders who exemplify demonstrating respect and appreciation for diversity.

- Building Capacity

Continue to work with students assessed with Network of Support Required or Individual Program Plan to better understand how to help them be successful.

Continue to communicate and support schools to engage in a range of flexible pedagogical approaches where diverse backgrounds and view points are explored in the learning context, including culturally responsive instructional design & assessment as identified in the Indigenous Education Strategy.

Continue to communicate and support schools in a range of inclusive practices that model the CBE commitment to inclusive learning for all students.

In transition meetings between elementary and middle schools, encourage a focus on conditions for success in Division 3 for students who have achieved EM, NSR or IPP in this stem of citizenship.

Along with the intentional transition planning for students who have IPPs, begin to use intentional transition planning for students achieving Network of Support in this Results stem as they move from Division 2 to Division 3.

2. Percentage of high school students who report they value other cultures; as indicated by the Overall Agreement of the **Embracing Culture Summary Measure** from the CBE Student Survey.

Results 3: Citizenship was a minor focus on the 2018-19 CBE Student Survey. The questions that inform this summary measure were not asked.

3. Percentage of high school students who report they appreciate and learn from the perspectives of others; as indicated by the Overall Agreement of the **Diversity and Inclusion Summary Measure** from the CBE Student Survey.

Results 3: Citizenship was a minor focus on the 2018-19 CBE Student Survey. The questions that inform this summary measure were not asked.

### **Policy 3.4**

1. Percentage of students who report they take action to protect the environment and use resources responsibly; as indicated by the Overall Agreement of the **Environmental Stewardship Summary Measure** from the CBE Student Survey.

Results 3: Citizenship was a minor focus on the 2018-19 CBE Student Survey. The questions that inform this summary measure were not asked.

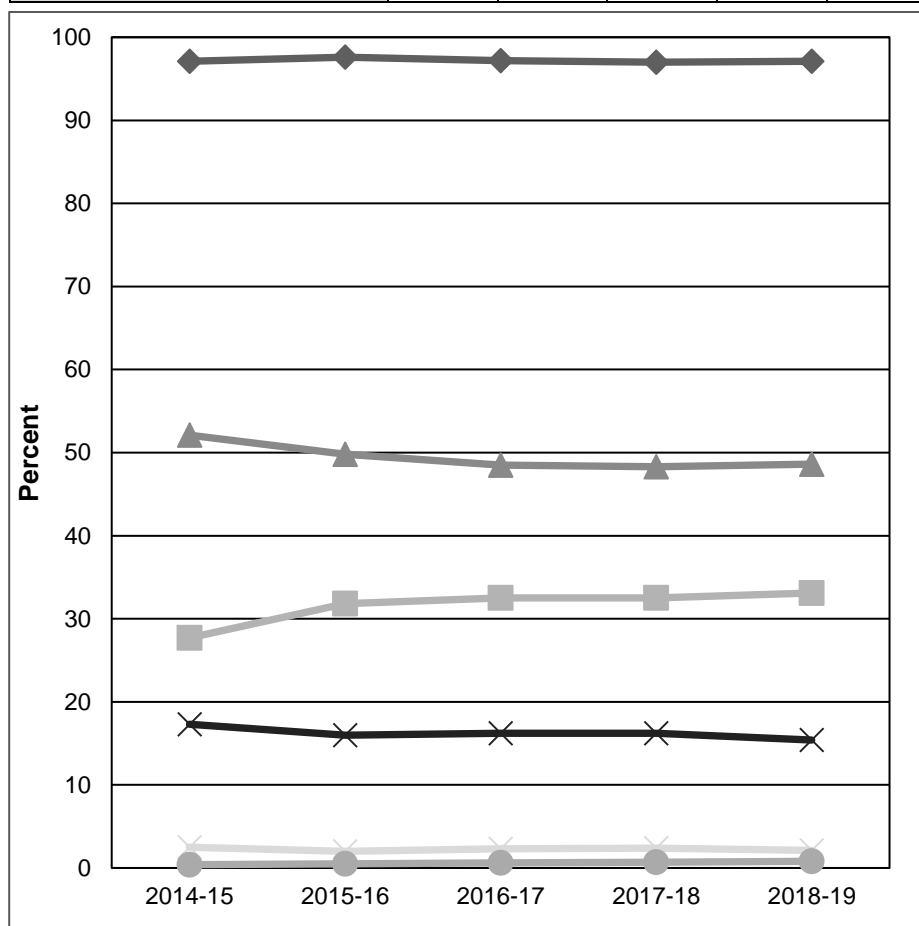
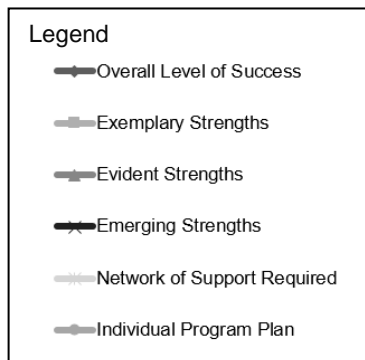
### **Policy 3.5**

1. Percentage of students in kindergarten to grade 9 reported to work and collaborate effectively with others; as measured by student report cards.

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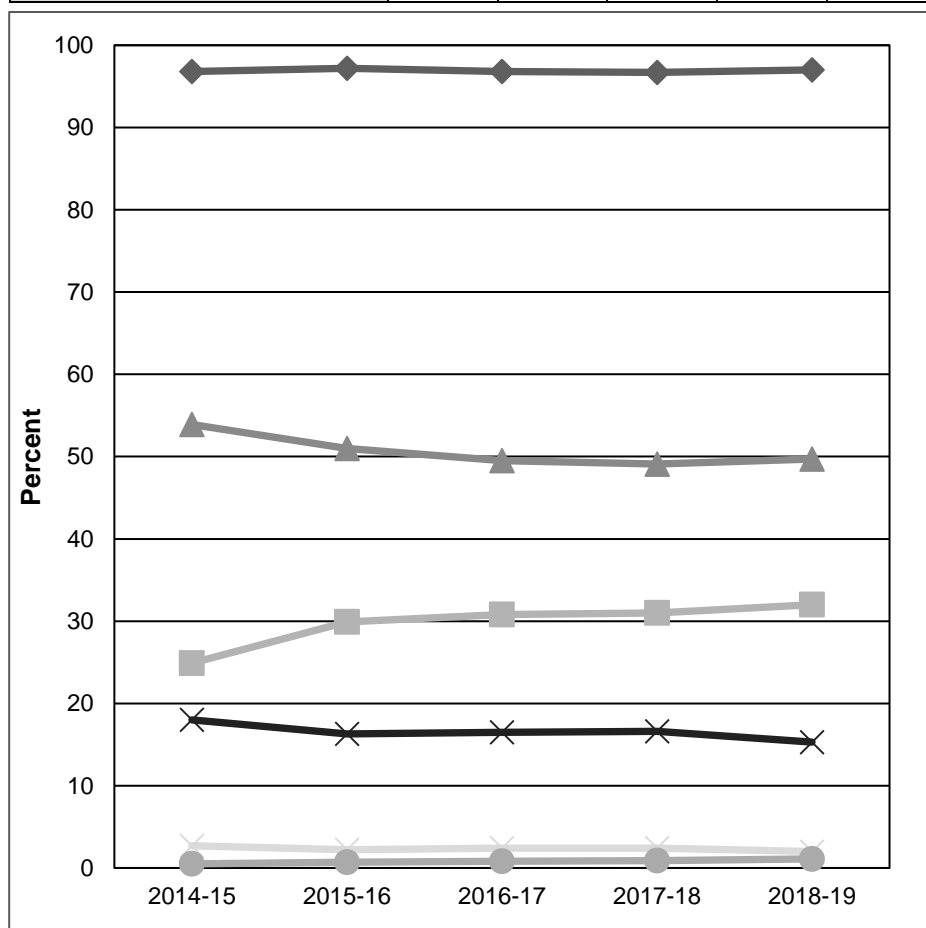
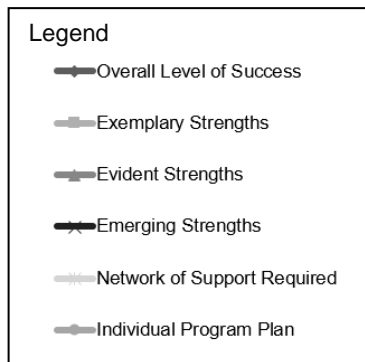
Works and collaborates effectively with others <sup>6</sup> (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	27.7	31.8	32.5	32.5	33.1
Evident Strengths	52.1	49.8	48.5	48.3	48.6
Emerging Strengths	17.3	16.0	16.2	16.2	15.4
Network of Support Required	2.5	2.0	2.3	2.4	2.1
Individual Program Plan	0.4	0.5	0.6	0.7	0.8
Overall levels of success	97.1	97.6	97.2	97.0	97.1



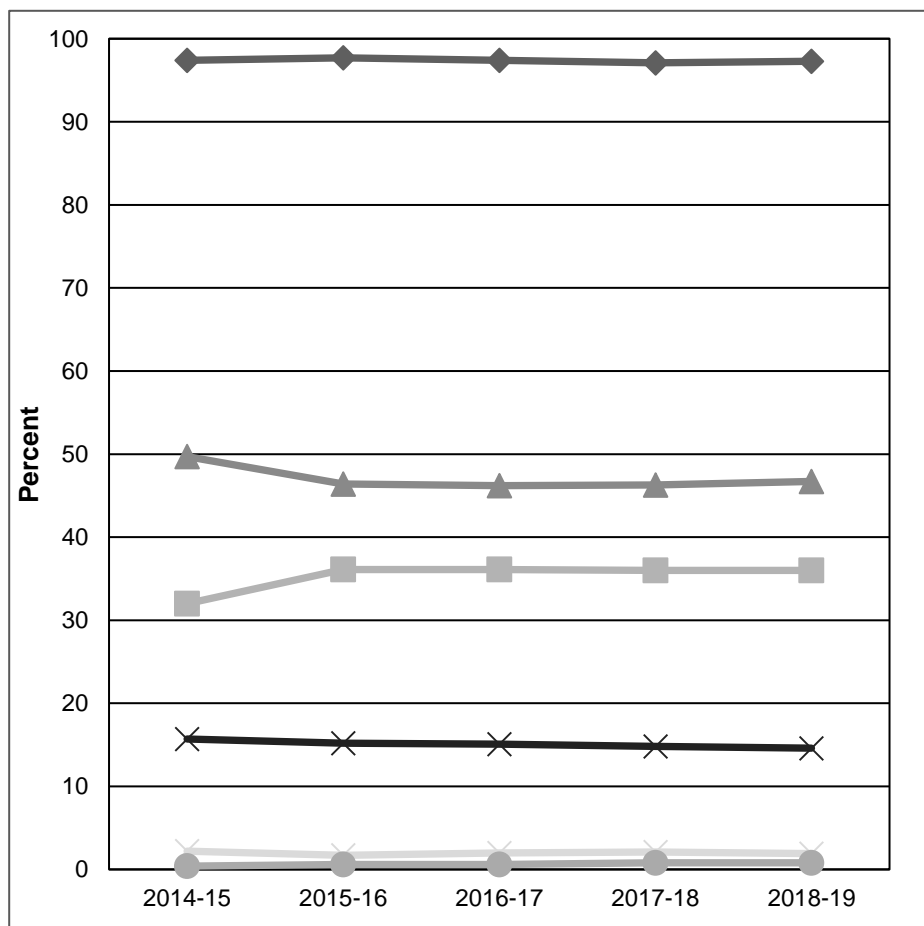
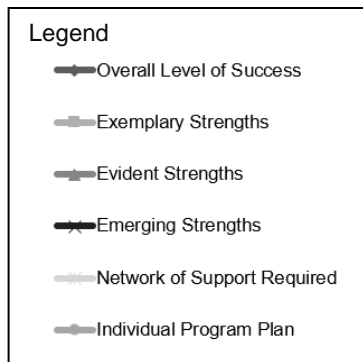
<sup>6</sup> The general indicators for this stem are:

- assumes leadership or contributing roles to advance learning and community goals;
- communicates with others to build understanding; and
- works with others to manage conflict and reach consensus.

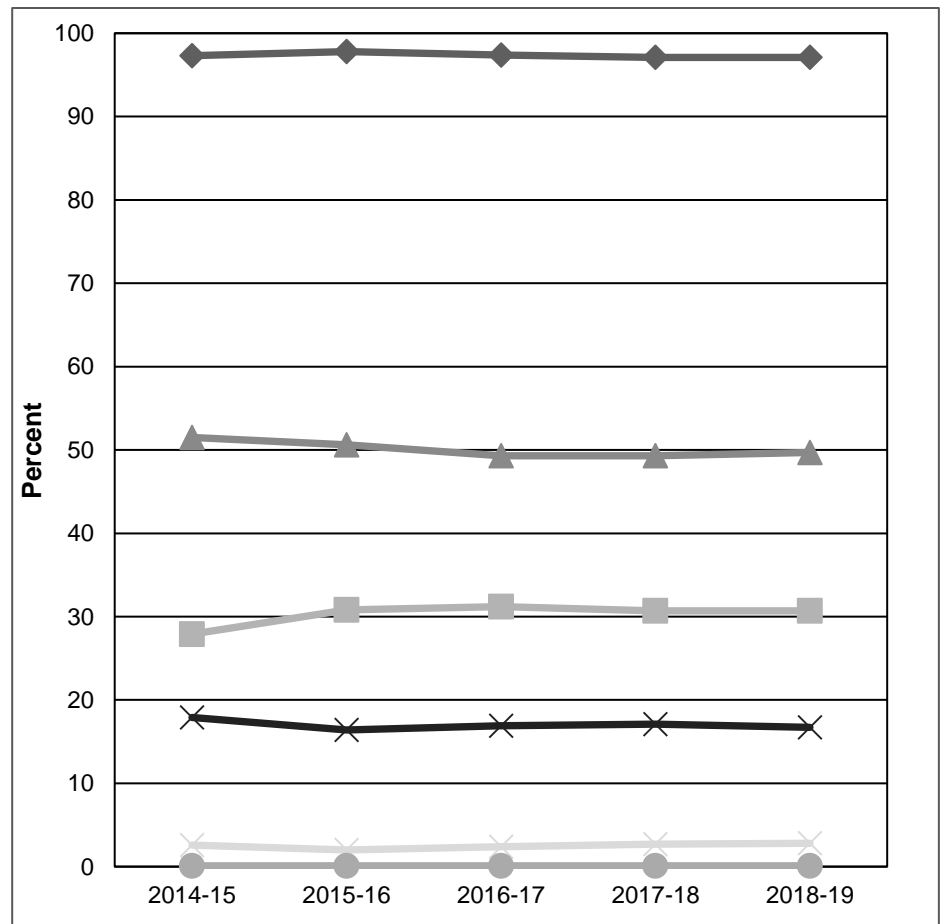
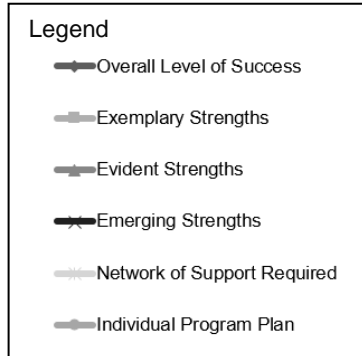
Works and collaborates effectively with others (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	24.9	29.9	30.8	31.0	32.0
Evident Strengths	53.9	51.0	49.5	49.1	49.7
Emerging Strengths	18.0	16.3	16.5	16.6	15.3
Network of Support Required	2.7	2.2	2.4	2.4	2.0
Individual Program Plan	0.5	0.7	0.8	0.9	1.1
Overall levels of success	96.8	97.2	96.8	96.7	97.0



Works and collaborates effectively with others (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	32.0	36.1	36.1	36.0	36.0
Evident Strengths	49.7	46.4	46.2	46.3	46.7
Emerging Strengths	15.7	15.2	15.1	14.8	14.6
Network of Support Required	2.2	1.7	2.0	2.1	1.9
Individual Program Plan	0.4	0.6	0.6	0.8	0.8
Overall levels of success	97.4	97.7	97.4	97.1	97.3



Works and collaborates effectively with others (%).					
	2014-15	2015-16	2016-17	2017-18	2018-19
Exemplary Strengths	27.9	30.8	31.2	30.7	30.7
Evident Strengths	51.5	50.6	49.3	49.3	49.7
Emerging Strengths	17.9	16.4	16.9	17.1	16.7
Network of Support Required	2.6	2.0	2.4	2.7	2.8
Individual Program Plan	0.1	0.1	0.1	0.1	0.1
Overall levels of success	97.3	97.8	97.4	97.1	97.1



- Target 2018-19

**All Students:** Results at or above 97%.

- Analysis

**All Students:** Across five years, the Overall Level of Success maintained a stable performance around 97.1 per cent despite a noticeably higher result in 2015-16 while Exemplary Strengths showed a continuous statistically strong upward trend over time. Based on a chi-square comparison to the previous three-year average, the 2018-19 results for Exemplary Strengths and Evident Strengths improved significantly.

After the initial decelerated decreases for two consecutive years, Evident Strengths showed the first increase in 2018-19. The results of Emerging Strengths and Network of Support Required showed a roughly decreasing tendency across five years despite some minor fluctuations. The results of Individual Program Plan continued to slowly accumulate.

The rise in the proportion of Exemplary Strengths in the Overall Level of Success was notable, increasing from 28.5% in 2014-15 to 33.4% in 2016-17 to 34.1% in 2018-19.

Of the three stems, results for this report card stem, while still strong, were the lowest for all but Network of Support Required and Individual Program Plan which were the highest.

**Division 1:** Except for Evident Strengths, the rest of the measures shared the same patterns as All Students. In 2018-19, the results of Evident Strengths showed the first increase after the continuous decelerated decreases since 2015-16. The result of Individual Program Plan in 2018-19 increased to 1.1 percent, which was the highest across different cohorts and stems.

**Division 2:** After the continuous decline from 2016-17, the Overall Level of Success showed an increase in 2018-19 and as a result the performance was pulled back to the 2014-15 level. Moreover, the results of Exemplary Strengths remained at a level of 36 per cent after the initial increase in 2015-16. The results of Emerging Strengths showed a steady downtrend across five years.

It is notable that Division 2 students performed the highest Overall Level of Success and Exemplary Strengths results over time as well as the lowest Network of Support Required results among all four cohorts of students. In addition, the proportion of Exemplary Strengths in the Overall Level of Success (near 37%) was the highest among different cohorts of students.



**Division 3:** While the results were very high, the Overall Level of Success shows a five-year declining trend as did Evident Strengths and Emerging Strengths. Network of Support Required continued to accumulate over time and indicated a slight upward five-year trend. It is also notable that the results of Individual Program Plan remained at a 0.1 per cent and outperformed the other two divisions.

- Interpretation

The Overall levels of success for this indicator in 2018-19 were at or higher than the Overall levels of success in 2017-18 for the All Students, Division 1, Division 2, and Division 3 cohorts. In 2018-19, the All Students cohort had the highest level of Exemplary Strengths in this stem across the past 5 years.

In the All Students cohort, the percentage of students with NSR in 2018-19 was lower than the past two years.

It is noted that students in Division 2 demonstrate high levels of Exemplary Strengths compared to the All Students, Division 1 and Division 3 cohorts. In K-6 settings, Division 2 students are often positioned as school leaders who are encouraged to exemplify working and collaborating with others.

Given that this stem has the lowest results of the three stems in R3: Citizenship, school will need to consider how to increase student success on each of the general indicators for this stem:

- assumes leadership or contributing roles to advance learning and community goals;
- communicates with others to build understanding; and
- works with others to manage conflict and reach consensus.

- Building Capacity

Continue to work with students assessed with Network of Support Required or Individual Program Plan to better understand how to help them be successful.

In transition meetings between elementary and middle schools, encourage a focus on conditions for success in Division 3 for students who have achieved EM, NSR or IPP in this stem of citizenship.

Along with the intentional transition planning for students who have IPPs, begin to use intentional transition planning for students achieving Network of Support in this Results stem as they move from Division 2 to Division 3.

Continue to communicate and support schools to engage in a range of flexible pedagogical approaches where students are supported to work and collaborate effectively with each other toward the goals of their academic learning.

Continue to promote system wide use of the matrix language of bullying (conflict/rude/mean/bullying) so students and staff are better able to identify the scope of issues that negatively impact students' ability to work and collaborate effectively with others.

Explore social emotional programming that may be considered for adoption or modification in our middle school settings.

Continue to support schools in the creation and communication of Digital Citizenship plans to minimize the negative impact of out of school digital interactions on students' ability to work and collaborate effectively with others in the school setting.

Explore opportunities for non-teacher supervisors to access training in conflict management to support students in maintaining their ability to work and collaborate with others both inside and outside the classroom.

2. Percentage of high school students who report they work and communicate effectively with others; as measured by the Overall Agreement of the **Collaborative Skills Summary Measure** from the CBE Student Survey.

Results 3: Citizenship was a minor focus on the 2018-19 CBE Student Survey. The questions that inform this summary measure were not asked.

## Targets |

Targets are identified where the Chief Superintendent sees an opportunity for growth or where the Board of Trustees identifies an area of concern or exception.

Results 3 will be a minor focus on the CBE Student Survey again in 2019-20.

### Policy 3.1

- Indicator 2 – Target for 2019-20: improvement on baseline summary measure
- Indicator 3 – Target for 2019-20: improvement on baseline summary measure

## APPENDIX

Appendix I: Results 3 | CBE Student Survey Questions & 2018-19 Results



# appendix

## Results 3 | CBE Student Survey Questions & 2018-19 Results

Results 3: Citizenship was a minor focus on the 2018-19 CBE Student Survey. As such, questions for the following policy and indicators were not asked:

- Policy 3.2 – indicators 2 & 3
- Policy 3.3 – indicators 2 & 3
- Policy 3.4 – indicator 1
- Policy 3.5 – indicator 2

The Overall Achievement for these policy indicators is “n/a”.

Note | the numbers in the square brackets refer to the grades of students asked.

### Policy 3.1

#### Indicator 2 – Learning Community Citizenship Summary Measure

Question	Overall Achievement (%)
1   [11,12] When a classmate needs help, I help them	93.9
2   [11,12] When there is a decision in my school that will impact students I contribute my ideas to the discussion.	65.6
3   [11,12] When there is a decision in my school that will impact students I encourage others to share their ideas.	68.5
4   [11,12] When there's an opportunity to volunteer within my school to help others I join in.	52.5
5   [11,12] When there's an opportunity to volunteer within my school to help others I try to get others to join in.	49.1
6   [11,12] When my school organizes an activity to help others in our local community I join in.	48.5
7   [11,12] When my school organizes an activity to help others in our local community I try to get others to join in.	46.8
8   [11,12] When my school organizes an activity to help others nationally or internationally I join in.	48.2
9   [11,12] When my school organizes an activity to help others nationally or internationally I try to get others to join in.	45.3

#### Indicator 3 – Service Summary Measure



Question	Overall Achievement (%)
1   [11,12] How often do you volunteer your time to help out in your school? [Always, Often, Sometimes, Never, Don't Know]	69.6
2   [11,12] When given the opportunity, how often do you participate as a volunteer in a community organization? [Always, Often, Sometimes, Never, Don't Know]	76.1

### Policy 3.2

#### Indicator 2 – Local and National Citizenship Summary Measure

Question	Overall Achievement (%)
1  I think it is important to obey the law.	n/a
2  I am responsible for myself and my actions.	n/a
3  I think it's important to help other students when they need it.	n/a
4  I want to know how people in the rest of Canada live their lives.	n/a
5  I recognize that it is my responsibility to help develop respect and understanding between Indigenous peoples and other Canadians.	n/a

#### Indicator 3 – Global Citizenship Summary Measure

Question	Overall Achievement (%)
1  I am interested in how people of other cultures see the world.	n/a
2  I talk to people about issues like peace and climate change.	n/a
3  [8,9,11,12] I talk to people about what is happening in other countries.	n/a

### Policy 3.3

#### Indicator 2 – Embracing Culture Summary Measure

Question	Overall Achievement (%)
1  [11,12] I find ideas from other cultures to be interesting.	n/a
2  [11,12] People's different cultures and identities should be valued.	n/a
3  [11,12] I like to be around people from different cultures and identities than mine.	n/a
4  [11,12] In the classroom, it's important that students from different cultures and identities learn the similarities that exist between them.	n/a

#### Indicator 3 – Diversity and Inclusion Summary Measure

Question	Overall Achievement (%)
1  [11,12] I easily make friends with people with different perspectives than I.	n/a
2  [11,12] I sometimes try to understand my classmates better by imagining how things look from their perspective.	n/a
3  [11,12] I can learn with and from people who look, think, or behave differently than me.	n/a

### Policy 3.4

#### Indicator 1 – Environmental Stewardship Culture Summary Measure

Question	Overall Achievement (%)
1  I use resources responsibly by reducing, reusing, and recycling.	n/a
2  I try to get others to reduce, reuse, and recycle in my school.	n/a
3  I talk to my fellow students about ways we can protect the environment.	n/a

### Policy 3.5

#### Indicator 2 – Collaborative Skills Summary Measure

Question	Overall Achievement (%)
1  [11,12] I cooperate with people around me.	n/a
2  [11,12] I think about how my decisions will affect other people.	n/a
3  [11,12] I know what's expected of me in different social situations.	n/a
4  [11,12] When working with others, I encourage everyone to have their say.	n/a
5  [11,12] When working with others, I communicate my thoughts and opinions even if they are different than the rest of the group.	n/a
6  [11,12] When working with others, I treat them respectfully even if they think differently than I do.	n/a



operational  
expectations  
monitoring report

Monitoring report for the  
school year 2018-2019

Report date:  
March 3, 2020

## OE-7: Communication With and Support for the Board

### CHIEF SUPERINTENDENT CERTIFICATION

With respect to Operational Expectations 7: Communication With and Support for the Board, the Chief Superintendent certifies that the proceeding information is accurate and complete.

- ☒ In Compliance.  
☐ In Compliance with exceptions noted in the evidence.  
☐ Not in Compliance.



Signed: \_\_\_\_\_  
 Christopher Usih, Chief Superintendent

Date: Feb. 25, 2020

### BOARD OF TRUSTEES ACTION

With respect to Operational Expectations 7: Communication With and Support for the Board, the Board of Trustees:

- ☐ Finds the evidence to be compliant  
☐ Finds the evidence to be compliant with noted exceptions  
☐ Finds evidence to be not compliant

### Summary statement/motion of the Board of Trustees:

Signed: \_\_\_\_\_  
 Chair, Board of Trustees

Date: \_\_\_\_\_



## OE-7: Communication With and Support for the Board

### Executive Summary

The Board of Trustees believes that it can effectively do its job when the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

This Operational Expectation establishes the global values and expectations of the Board of Trustees for administration's work in supporting Trustees through the sharing of information. This Operational Expectation speaks to the importance placed on information provided in a timely manner to the Board of Trustees in support of decision making and building understanding.

The Chief Superintendent's reasonable interpretation and indicators for OE 7: Communication With and Support for the Board were approved on October 10, 2017. The Board of Trustees last monitored OE 7 on March 5, 2019. This report includes data available from the 2018-2019 school year and contains evidence to support the following findings:

Policy Statement	Indicator	Finding
7.1	7.1.1	Compliant
7.1	7.1.2	Compliant
7.2	7.2.1	Compliant
7.2	7.2.2	Compliant
7.2	7.2.3	Compliant
7.2	7.2.4	Compliant
7.2	7.2.5	Compliant
7.3	7.3.1	Compliant
7.4	7.4.1	Compliant
7.4	7.4.2	Compliant



## OE-7: Communication With and Support for the Board

The Board of Trustees believes that it can effectively do its job when the Board is supported in its work and is fully and adequately informed about matters relating to Board work and significant organizational concern.

### Board-approved Interpretation |

The sharing of information pertaining to the operation of the organization by the Chief Superintendent with the Board of Trustees is important and enables the Board to function by building understanding that informs decision making.

The Chief Superintendent shall:

7.1	Submit required monitoring data (see policy <i>B/CSR-5: Monitoring Chief Superintendent Performance</i> ) in a thorough, accurate and understandable fashion, according to the Board's annual work plan schedule, and including both Chief Superintendent interpretations and relevant data to substantiate compliance or reasonable progress.	Compliant
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### Board-approved Interpretation |

Regular review of the performance of the organization relative to specific indices supports ongoing growth and improvement.

The Chief Superintendent interprets:

- *required monitoring data* to mean annual reports about Results and Operational Expectations.
- *thorough* to mean sufficient but not exhaustive.
- *accurate* to mean correct to the best of administration's knowledge when it is communicated.
- *understandable* to mean the information enables the Board to easily explain the information to a typical parent of a CBE student.
- *Board's annual work plan schedule* to mean the outcome of policy Governance Culture 6: Annual Work Plan.
- Results reports will contain the following elements:
  - a Board-approved reasonable interpretation,
  - baseline and Board approved targets and



## OE-7: Communication With and Support for the Board

- evidence of reasonable progress.
- Operational Expectation reports will contain the following elements:
  - a Board-approved reasonable interpretation and
  - evidence of compliance.

### Board-approved Indicators and *Evidence of Compliance* |

1. 100 per cent of annual monitoring reports will be presented in accordance with the Board's annual work plan schedule.	Compliant
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*The organization is compliant with this indicator.*

#### *Evidence statement*

Between September 11, 2018 and June 25, 2019, administration presented 17 monitoring reports to the Board of Trustees. These reports were presented at the Board of Trustees' meetings according to the annual work plan.

2. 100 per cent of annual monitoring reports will contain sufficient information for the Board to make a determination about compliance, non-compliance, reasonable progress, lack of reasonable progress and exceptions.	Compliant
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*The organization is compliant with this indicator.*

#### *Evidence statement*

All 17 annual monitoring reports presented to the Board of Trustees between September 11, 2018 and June 25, 2019 contained all the required elements. The monitoring reports for Operational Expectations contained the Board approved reasonable interpretations as well as the evidence of compliance. The Results monitoring reports contained the Board approved reasonable interpretations, the baseline and approved targets, and the evidence of reasonable progress.

***Evidence demonstrates all indicators in subsection 1 are in compliance.***



**OE-7: Communication With and Support for the Board**

7.2	Provide for the Board, in a timely manner, information about trends, facts, accommodation planning or significant modifications of any instructional programs, anticipated significant media coverage and other information relevant to the Board's work.	Compliant
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**Board-approved Interpretation |**

Information regarding the operation of the organization that is shared at an appropriate time can be utilized in authentic and meaningful ways.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *trends* to mean how internal and external data or factors move over time.
- *facts and other information* to mean qualitative and quantitative data.
- *accommodation planning* to mean the strategic process utilized to identify issues and responses related to providing learning spaces for CBE students.
- *significant modifications of any instructional program* to mean the removal, cancellation, introduction or extension of:
  - any prescribed programs of study in the regular education program or in alternative or special education programs that would materially impact the Board's work; and
  - any entire alternative or special education program.
- *anticipated significant media coverage* to mean expectation of material enquires or events related to the organization that would be reported or commented on by professional journalists and their print, broadcast and online outlets.
- *relevant to the Board's work* to mean matters pertaining to governance as described in the governance policies.

1. 100 per cent of information about trends, facts and other information will be provided in a timely manner.	Compliant
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*The organization is compliant with this indicator.*



## OE-7: Communication With and Support for the Board

### *Evidence statement*

On numerous occasions, the Chief Superintendent and Administration presented information on trends, facts and other information.

Information was shared regarding the new *Education Act* and the implications it had for the Board of Trustees and the Calgary Board of Education. This work was ongoing.

Trend information was provided through:

- Board Information Session – Standardized Learning Data – September
- Diploma Examinations and Provincial Achievement Test results – October
- CBE Annual Education Results Report 2017-2018 and the Three-Year Education Plan 2018-2021 – November
- Results 2 | Academic Success Follow-up Report – November
- Results 2 Report Card Data | Part 1 | Language Arts, Languages and Social Studies – December
- 2018-2019 School Enrolment Report – December
- Results 2 Report Card Data | Part 2 | Arts, Career and Technology Studies, Mathematics, Physical Education, and Sciences –
- Results 2 | Academic Success – February
- Results 3 Citizenship - March
- Results 4 Personal Development – April
- High School Utilization by 2023 - April
- Results 5 | Character – June
- Locally Developed Authorized Courses – January

Facts were presented through:

- 2019-2020 Modular Classroom Program – October
- Financial Status of Reserves and Designated Funds – November
- Year-end Financial Results and Audited Financial Statements – November
- Three Year School Capital Plan 2020-2023 – March 5, 2019
- Budget Assumptions Report – May
- Students Come First Budget Report for 2019-2022 – June
- Ten-Year Student Accommodation and Facilities Strategy – June 25, 2019

2. A minimum of once per month, a written update report from the Chief Superintendent will be presented at a Board of Trustee meeting.	Compliant
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*The organization is compliant with this indicator.*

### *Evidence statement*



## OE-7: Communication With and Support for the Board

There were ten update reports from the Chief Superintendent to the Board of Trustees from the 2018-2019 school year. Updates were submitted on the following dates: September 18, 2018; October 23, 2018; November 13, 2108; December 4, 2018; January 15, 2019; February 12, 2019; March 12, 2019; April 16, 2019; May 21, 2019; and June 18, 2019.

3. Once per month or as required by the Board of Trustees' meeting agendas, administration will support the Results focus at Board of Trustees public meetings.	Compliant
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*The organization is compliant with this indicator.*

### *Evidence statement*

Administration provided a Results focus through regular presentations from individual schools for a total of 10 presentations:

- Piitoayis Family School – September 18, 2018
- Cedarbrae School – November 13, 2018
- Capital Hill School – December 4, 2018
- Langevin School – January 15, 2019
- Ian Bazalgette School – January 15, 2019
- Dr. Gordon Higgins School – February 12, 2019
- Auburn Bay School – March 12, 2019
- Bowcroft School – April 16, 2019
- All Boys School – May 21, 2019
- Guy Weadick School – June 18, 2019

Additionally, administration presented information related to other Results focused themes on:

- Summary of the 2017-2018 Provincial Achievement Tests and Diploma Examination Results – October 23, 2018
- CBE Annual Education Results Report 2017-2018 – November 27, 2018
- Three-Year Education Plan 2018-2021 – November 27, 2018
- Results 2 | Academic Success – Follow-up Report – November 27, 2018
- Results 2 Report Card Data | Part 1 | Language Arts, Languages and Social Studies – December 4, 2018
- R-2 Report Card Information Report Part 2 | Arts, Career and Technology Studies, Mathematics, Physical Education and Sciences – January 15, 2019
- Results 2 | Academic Success Annual Monitoring – February 5, 2019
- Results Policies | Reasonable Interpretations – February 5, 2019
- Results 3 | Citizenship Annual Monitoring – March 5, 2019
- Results 4 | Personal Development Annual Monitoring – April 9, 2019
- Results 5 | Character Annual Monitoring – June 11, 2019



**OE-7: Communication With and Support for the Board**

4. 100 per cent of reportable instructional program changes will be provided to the Board of Trustees.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees June 18, 2019. This plan outlines accommodation issues related to capital projects, student designation and grade configuration changes, new alternative programs, and communication plans around student accommodation to inform our stakeholders.

5. A Three Year System Student Accommodation Plan will be provided annually to the Board of Trustees.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

The Three-Year System Student Accommodation Plan was presented to the Board of Trustees June 18, 2019.

***Evidence demonstrates all indicators in subsection 2 are in compliance.***

7.3	Inform the Board, the Board Chair or individual members if, in the Chief Superintendent's opinion, the Board or individual members have encroached into areas of responsibility assigned to the Chief Superintendent or if the Board or its members are non-compliant with any Governance Culture or Board/Chief Superintendent Relationship policies.	Compliant
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**Board-approved Interpretation |**

Through the Governance model, the Board of Trustees has identified specific responsibilities that have been delegated to the Chief Superintendent. It is the



## OE-7: Communication With and Support for the Board

responsibility of the Chief Superintendent to communicate with the Board when actions by Board members indicate variance from the model and encroach on these responsibilities.

The Chief Superintendent interprets:

- *inform* to mean that the Chief Superintendent may exercise judgment to bring specific information to the attention of individual Trustees or the Board as a whole.
- *opinion* to mean judgment or assessment based on observation and experience.
- *encroached into areas of responsibility assigned to the Chief Superintendent* to mean that the Board or a Trustee has stepped into an operational area delegated by the Board of Trustees through its policies to the Chief Superintendent.
- *Board or its members are non-compliant* to mean the Board or a Trustee has violated the policies established by the Board of Trustees.

1. 100 per cent of reportable events will be addressed in an appropriate venue.	Compliant
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*The organization is compliant with this indicator.*

*Evidence statement*

The Chief Superintendent provides timely information to the Board of Trustees and continues to address issues and concerns as appropriate.

***Evidence demonstrates all indicators in subsection 3 are in compliance.***

7.4	Inform the Board in a timely manner of any actual or anticipated noncompliance with any Board Operational Expectations policy or any anticipated failure to achieve reasonable progress toward any Results policy.	Compliant
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Board-approved Interpretation |



## operational expectations monitoring report

### OE-7: Communication With and Support for the Board

It is the responsibility of the Chief Superintendent to communicate any foreseeable areas where organizational or student performance as measured by monitoring does not meet expectations.

The Chief Superintendent interprets:

- *timely* to mean promptly once administration becomes aware of and has validated information.
- *actual* to mean certain to occur or already occurred.
- *anticipated* to mean expected to occur.

#### Board-approved Indicators and *Evidence of Compliance* |

1. 100 percent of instances of actual (already occurred) exceptions to compliance or reasonable progress will be indicated in the annual monitoring reports for Operational Expectations and Results policies.	Compliant
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*The organization is compliant with this indicator.*

#### *Evidence statement*

All monitoring reports included any exceptions to compliance in each of the nine Operational Expectations monitoring reports and the nine Results monitoring reports. The Board noted one exception to the Operational Expectation 2 monitoring report to specific policy provisions in subsection 3.4. The Board noted one exception to Results 4 | Personal Development to policy subsection 4.5. Exception for students who identify as indigenous and Mathematics results were noted by the Board in Results 2 | Academic Success.

2. 100 percent of instances of actual (certain to occur) or anticipated non-compliance or lack of reasonable progress for an entire policy will be presented to the Board of Trustees in a timely manner.	Compliant
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*The organization is compliant with this indicator.*

#### *Evidence statement*



## **OE-7: Communication With and Support for the Board**

During the 2018-2019 school year, there were no instances of noncompliance or lack of reasonable progress for an entire policy identified by administration.

*Evidence demonstrates all indicators in subsection 4 are in compliance.*



## OE-7: Communication With and Support for the Board

### GLOSSARY – Developed by the Board of Trustees

Board: The Board of Trustees

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Monitoring Report: The Board wants to know that its values have driven organizational performance. The Chief Superintendent will present to the Board, for its evaluation, a report that summarized how either compliance has been achieved on Operational Expectations or how reasonable progress has been made in Results. Each monitoring report requires: a re-statement of the full policy, by section; a reasonable interpretation of each section; data sufficient to prove compliance or reasonable progress; and a signed certification from the Chief Superintendent of the status.

Reasonable Interpretation: Once the Board has stated its values in policy, the Chief Superintendent is required to “interpret” policy values, saying back to the Board, “here is what the Board’s value means to me.” The Board then judges whether this interpretation is reasonable. In other words, does the Chief Superintendent “get it?” This reasonable interpretation is the first step required in monitoring compliance on Operational Expectations and monitoring reasonable progress on Results.

Compliance: Evidence or data that allow the Board to judge whether the Chief Superintendent has met the standard set in the Operational Expectations values.

Non-compliance: In gathering evidence and data to prove to the Board that its Operational Expectations values have been adhered to, there may be areas where the standards were not met. The policy or subsection of the policy would be found to be “non-compliant.” The Chief Superintendent would identify the capacity-building needed to come into compliance and the Board would schedule this section of policy for re-monitoring.



## report to Board of Trustees

## Three-Year School Capital Plan 2021-2024

Date	March 3, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih, Chief Superintendent of Schools
Purpose	Decision
Originator	Dany Breton, Superintendent, Facilities and Environmental Services
Governance Policy Reference	Operational Expectations OE-5: Financial Planning OE-6: Asset Protection OE-7: Communication With and Support for the Board OE-8: Communicating and Engaging with the Public OE-9: Facilities
Resource Person(s)	Carrie Edwards, Director, Property, Planning & Transportation Marc Aquin, Director, Facility Projects, Risk and Central Facilities Anne Trombley, Manager, Planning Erin Hafichuk, Supervisor Project Services

### 1 | Recommendation

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It is recommended:

- THAT the Board of Trustees approves the Three-Year School Capital Plan 2021-2024, as provided in the report, and authorizes its submission to Alberta Education.



## 2 | Issue

---

In accordance with Alberta Education requirements, school boards are to submit a three-year school capital plan on an annual basis.

This year's deadline for submission of the Three-Year School Capital Plan 2021-2024 to the Ministry is April 1, 2020.

As required by the Province, the plan identifies one prioritized capital list consisting of both "New School Construction" and "Major Modernization" requests. The plans are to be electronically submitted to Alberta Education using the Web Application Program.

New modular classroom requests and modular moves are handled through a separate submission process. The last submission was due November 1, 2019.

## 3 | Background

---

School boards are required to review their needs for new space and substantiate their applications annually. Capital projects are reviewed and prioritized by Alberta Education prior to being submitted to the government's Capital Planning Prioritization Process led by the Treasury Board.

Projects are first reviewed for accuracy and clarity and Provincial staff may meet with school jurisdictions to obtain further information as required.

### Eligibility Criteria

To be considered for prioritization several eligibility criteria are applied for elementary to high school. The eligibility criteria are as follows:

**Eligible School Communities:** All new and developing municipal communities are evaluated and ranked for new school construction. Inner-city and established communities are not ranked. In the case of middle/junior high schools, adjacent municipal communities may be combined if they do not exceed a combined projected population threshold of approximately 24,000 people. In the case of high schools adjacent municipal communities are always combined to attain a 50,000 to 60,000 community population threshold.

**Accommodation Options** This criterion is used to evaluate student accommodation options for eligible school communities. In some cases, an accommodation option may exist in a nearby community and a school community may not need to be ranked for new school construction.

**Site Availability and Readiness:** High school sites require larger land parcels that will service multiple communities. As such, the land required for these sites is acquired under the Joint Use Agreement, a tripartite agreement between the City of Calgary (the City), Calgary Board of Education (CBE) and Calgary Catholic School District (CCSD). These sites are identified during the regional context

study phase when developments that are planned for a minimum of 50,000 to 60,000 residents are considered for approval by the City. Accordingly, new high school priorities are only considered where a site is available (Attachment I, p. 29, Map 4).

Moreover, for any site irrespective of the grade configuration of the school, if a site has not been developed/serviced to the level required for school construction to commence within a 12-month timeframe, the school will not be ranked as a construction priority for that year's Three-Year School Capital Plan. Site readiness is reviewed and assessed on an annual basis.

### Ranking Criteria

The ranking of new school construction priorities is an important issue for all community stakeholders. The CBE first established ranking criteria for new construction priorities in January 2002. The model was designed to be transparent, objective and impart equity and fairness to all Calgary communities. Over the years, these criteria have been reviewed and adjusted periodically as necessary. The most recent criteria review began in May 2014 and revisions recommended as a result of the review were presented to the Board of Trustees and approved on October 7, 2014.

The criteria used are data driven and establish a fair and equitable process for all communities.

The ranking points for new schools are based on the following data sources:

- City of Calgary Civic Census (August 2019)
- Pre-School Children Summary by School District Code (August 2019)
- School Enrolment (September 30, 2019)
- School Bus Transportation Times (Fall 2019)
- The City of Calgary Suburban Residential Growth 2018-2022 (Summer 2019)
- Calgary & Region Economic Outlook 2018-2023 (Fall 2019)

CBE's point assessment process is used for K-9 and does not apply in certain circumstances therefore the option exists for the placement of priorities such as:

- Senior high schools are not ranked using point criteria, but are recommended on the priority list based on analysis of multiple factors such as:
  - Availability of a site to construct a high school
  - High school utilization rates
  - Student enrolment
  - Community demographics
- Schools with unique settings or enrolments that do not lend themselves to the aforementioned ranking criteria may also be placed on a priority basis.

School major modernization projects provide for the renovation of whole or part of a school building for both present and future educational programs. These modernizations address physical obsolescence and/or improve functional adequacy and suitability. School major modernization projects should not exceed 75% of the replacement value of the school building as per provincial guidelines. The ranking of major school modernization priorities are based on the following:

- School Programming Requirements
- Five Year Projected School Enrolment
- Quality of site location to serve students
- Ability to upgrade in terms of teaching environment and minimizing costs
- Facility maintenance based on Provincial VFA assessments. VFA is a facility assessment tool used by Alberta Infrastructure.

As requested by the Province, a combined ranking list of new schools and major school modernizations is presented in the Three-Year School Capital Plan 2021-2024.

## 4 | Analysis

---

The data reported in the annual Three-Year School Capital Plan relies on data sets and information sources, such as the City, that are reported using community and geographical groupings. A geographical reporting and analysis of data is required to understand where population and student enrolment growth will occur in the future. Starting with the *School Capital Plan 2019-2022* the CBE has used City of Calgary planning sectors for capital planning purposes.

The CBE mission and values are used as an overarching umbrella for the development of the Three-Year School Capital Plan 2021-2024. The annual Three-Year School Capital Plan also supports the Three-Year Education Plan 2019-2022 and is informed by the Ten Year Student Accommodation and Facilities Strategy.

This alignment supports capital funding strategies that recognize the changing needs of students and focuses on building strong ties with parents, partners, and the community.

More specifically, the CBE recognizes:

- Provincial approval and funding is required for new school construction in new and developing communities
- Parents desire schools be closer to home, especially for younger students
- Increasing public interest in alternative programs
- Transition for students with minimal disruption to provide continuity of learning with consistent peer cohorts.

The CBE strives to maintain a utilization rate in the high 80% range. Healthy school utilization rates contribute to ensuring that facilities are optimized for educational purposes, maintaining flexibility within the system to meet demand for emergent considerations while balancing the financial obligations and sustainability of the system.

The City's actual and projected populations for the period 2015 to 2024 are shown on page 1 of the Capital Plan and projected CBE school enrolments for the next five years are shown on page 4.

The new school requests are spread over three years with a goal of maintaining a high 80% utilization rate. Actual/projected student enrolments and CBE system utilization for the period 2018 to 2025 are illustrated in Appendix IV on page 70. The priorities over three years have been listed for New School Construction (Table 1) on page 31 and total \$126.7 million. The full list of communities assessed through the points ranking criteria is shown on page 63. Details of the point assignments for potential new schools are shown in Appendix III (Pages 63-69).

Major Modernizations (Table 2) are on page 31 and total \$135.6 million. The details of the point assignments are located in Appendix II on Pages 61-62.

As the Province requires that the three-year plan has one priority capital list consisting of both “New School Construction” and “Major Modernization” requests, this list is included (Table 3) on page 32, and totals \$262.4 million.

The approved plan will be submitted to the Province on the Web Application Program consistent with **Attachment I** to this report.

#### Year 1

The combined priorities for Year 1 consist of 1 new school construction project (full buildout) and 2 major modernization projects for a total estimated cost of \$74.5 million.

#### Year 2

The combined priorities for Year 2 consist of 2 new school construction projects (design funding) and 4 major modernization projects for a total estimated cost of \$58.8 million.

#### Year 3

The combined priorities for Year 3 consist of 2 new school construction projects (construction funding) and 4 major modernization projects for a total estimated cost of \$129.1 million.

Fewer new school requests are included on this year’s plan in an effort to highlight the need for modernizations of existing schools while still maintaining a high 80% utilization rate. The requests included in the plan represent schools/communities that have current and future populations that will help ensure that a new school will attain the targeted utilization rate upon opening.

If all schools on this plan were approved, the CBE’s utilization rate is projected to reach 88% by 2025. Although the requests in the Three-Year School Capital Plan are separated into three years, the plan is updated and submitted annually. This provides the opportunity for the expansion or contraction of the list to reflect changes in annual enrolment projections.

This year, based on the point assignment, the Evanston community had a higher point total for a second elementary school in the community than for a middle school. Constructing a middle school prior to second elementary schools is desired for several reasons. Construction of a middle school completes the K-9 continuum of learning and adds 900 additional learning spaces in comparison to 600 for a second elementary school. These 300 additional learning spaces

provide space for more students to attend school closer to home. When a second elementary school receives more points than a middle school within the same community, the middle school will be prioritized over the second elementary school.

## 5 | Financial Impact

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The financing of new school construction and major modernization projects is determined by Alberta Education.

Individual project applications are submitted through the Web Application Program, following the Board's approval of the Three-Year School Capital Plan 2021-2024.

For the 2016-2017 and 2017-2018 school years, the CBE generally supplemented the allocated Alberta Education funds by \$1.5 - \$2 million for elementary schools, \$2 - \$3 million for middle and K-9 schools, and \$6.5 - \$7.5 million for high schools. These additional funds largely, but not exclusively, go toward human resources (principals, etc.), technology (devices) and learning resources (curriculum) at the school level. Career and Technology Studies (CTS) at the High School level is typically further supplemented by the CBE by \$1,520,000 to provide a broad and robust CTS experience for these 1,800 student capacity schools.

In addition to the abovementioned one-time capital costs, the recurring annual operating costs for new schools are:

- Elementary Schools: \$558,000
- Middle Schools: \$672,000
- High Schools: \$1,591,000

## 6 | Implementation Consequences

---

Over the past decade, Calgary has experienced varying levels of population growth. Since 2015 Calgary's population growth averaged just over 13,750 persons per year.

The population grew from 1,267,344 in April 2018 to 1,285,711 in April 2019, an increase of 18,367 (1.45%). The population growth consisted of a natural increase of 8,807 people with a net migration of 9,560 people.

In the *Calgary & Region Economic Outlook 2019-2024 (Fall 2019)*, the City is forecasting that the population of Calgary will reach 1,381,000 by 2024, an increase of 95,000 people over the next five years. This five-year forecast is a decrease from the previous five-year forecast.

The City population projections are not a direct factor in CBE enrolment projections but they do provide context for comparison. Trends reported by the

City with respect to net migration and natural increase (births minus deaths) are considered when evaluating future student growth.

CBE's current enrolment of 125,809 students is forecast to increase to 134,472 students by 2024. A total increase of 8,663 students is projected averaging approximately 1,733 additional students annually. These enrolment projections assume a conservative level of enrolment growth in the future. Enrolment in kindergarten to Grade 6 is projected to decrease over the next five years while enrolment increases are projected for Grades 7-9 and Grades 10-12.

Even with the opening of 23 new schools since the 2016-17 school year, the CBE still requires new schools to be built in the communities where students are living. The current system utilization rate is 87% based on September 30, 2019 enrolment. This is an increase of 2 percentage points over the previous year.

The opening of the schools currently approved for funding is projected to result in an 89% system utilization rate by the 2024-2025 school year.

The City prepares a suburban residential growth forecast each year and publishes the final version of this report after the Alberta Education timeline for the CBE annual capital plan. As such, the suburban growth information used in the Three-Year School Capital Plan 2021-2024 is based on the City's Suburban Residential Growth 2019-2023 document published in August 2019. This document allocates future population growth to the eight city planning sectors. This information provides CBE with a context for where student population growth will be expected in the future. The largest population growth projected over the next five years is in the north, northeast and southeast.

As illustrated in Appendix I of the Capital Plan, the student capacity by planning sectors within Calgary varies widely. In the North Sector for example (page 55), the utilization for K-9 students by residence is 135%, as compared to 65% in the Centre Sector. One consequence of this disparity is that some students residing in North Calgary need to be transported to other sectors.

A similar situation exists with senior high school students. For example, the number of senior high students by residence in the North Sector is 287% over the high school capacity, as compared to 33% in the Centre sector where five senior high schools are located. The utilization rate, by residence, in the Centre Sector indicates that there is excess space within the sector. Although there is space, it is not located close to the growing communities in the North Sector where student enrolment is increasing and utilization by residence far exceeds the capacity.

Without any additional new school approvals, CBE's system utilization rate is projected to reach 89% by the 2024-25 school year. The approval of the additional schools identified within the plan will ensure the timely accommodation of students close to their homes while concurrently ensuring that school utilization rates are optimized for educational programming purposes.

## 7 | Conclusion

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The approval of the Three-Year School Capital Plan 2021-2024 provides the Provincial government with a comprehensive analysis of CBE school capital needs and the funding required for priority projects to support student learning needs.



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CHRISTOPHER USIH  
CHIEF SUPERINTENDENT OF SCHOOLS

### ATTACHMENTS

Attachment I: Three-Year School Capital Plan 2021-2024

### GLOSSARY –

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

# Three-Year School Capital Plan



**2021 – 2024**



**Calgary Board  
of Education**

March 3, 2020



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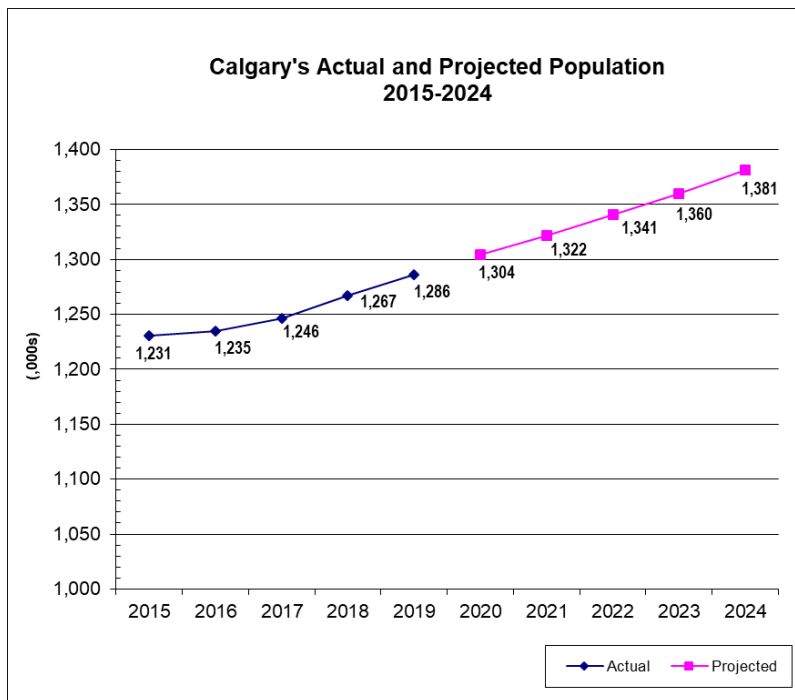
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## EXECUTIVE SUMMARY

This Three-Year School Capital Plan 2021-2024 is an analysis of the Calgary Board of Education's (CBE) forecasted school capital needs, as assessed at the present time.

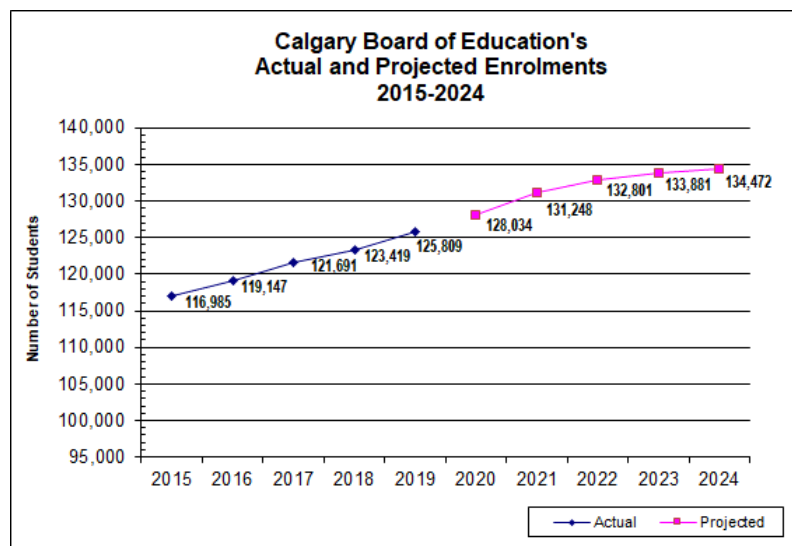
### 1. Calgary Population

Since 2015 Calgary's population growth has averaged 13,750 people per year. In the *Calgary & Region Economic Outlook 2019-2024 (Fall 2019)*, the City of Calgary (the City) is forecasting that the population of Calgary will reach 1,381,000 by 2024, an increase of 95,000 persons over the next five years. This average yearly increase of approximately 19,000 people per year will be driven primarily by net migration.



### 2. Student Enrolment

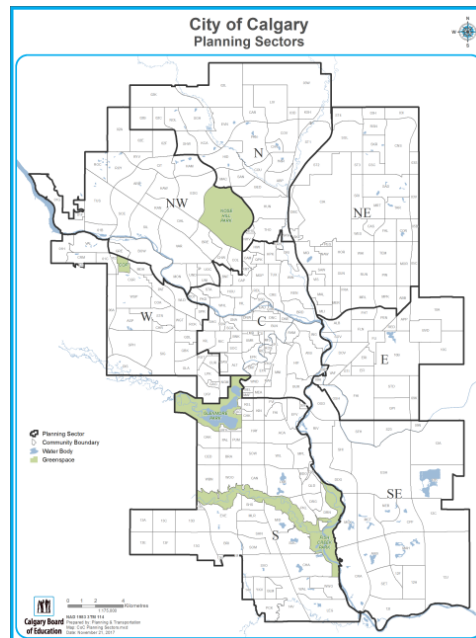
The CBE's current student enrolment of 125,809 is an increase of 2,390 students compared to the previous year. Taking into consideration the past five-year average enrolment increase of just over 2,200 students per year CBE is projecting a conservative level of growth over the next five years. Total enrolment is forecast to increase to 134,472 students by 2024.



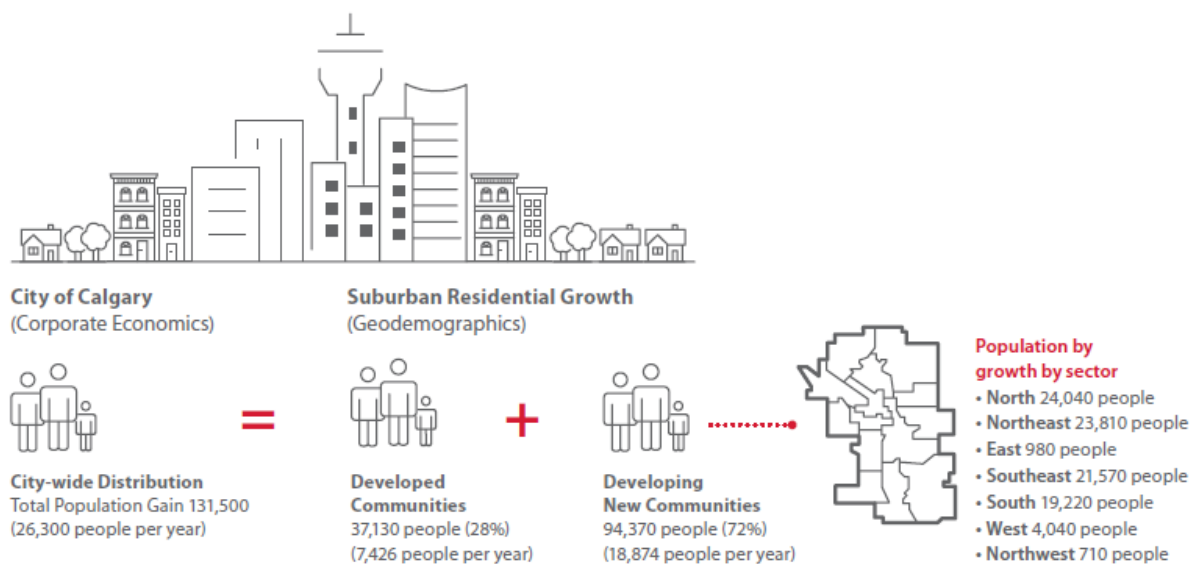
Note: Enrolment includes Home Education, Outreach/Unique Settings, Chinook Learning and CBeLearn.

### 3. Calgary Suburban Growth and Development

A geographical reporting and analysis of data is required to understand where population and student enrolment growth will occur in the future. Starting with the *School Capital Plan 2019-2022* the CBE began aligning with City of Calgary planning sectors for capital planning purposes. The map below shows the planning sectors.



The following infographic regarding anticipated distribution of population growth from 2019-2023 is from the City's *Suburban Residential Growth 2019-2023*.



Source: City of Calgary: Corporate Economics - Calgary & Region Economic Outlook 2018-2023, Planning & Development. Population shares are reviewed jointly between City staff in Geodemographics and members of the development industry. The outcome of this collaboration is reflected in this graphic. Forecasts are from April 2018 to April 2023. Yearly estimates are five year averages.

#### 4. Three-Year Education Plan

Alberta Education requires school boards to maintain and update three-year plans annually. School boards are responsible for carrying out their education plans; for reporting annually to parents, communities, and government on results and use of their resources; and, for using results information to improve education for students. The Board of Trustees approved the combined Annual Education Results Report 2018-2019 and the Three-Year Education Plan 2019-2022 in January 2020.

#### 5. Schools Under Construction and Approvals

Eight new school construction projects and one high school major modernization project are currently under development.

The table below summarizes the projects under development, their approval dates and their projected opening/completion date.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
2020-2021	Coventry Hills/Country Hills Village Elementary <sup>(2)</sup> (Northern Lights School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Cranston Elementary <sup>(2)</sup> (Sibylla Kiddle School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Evergreen Elementary <sup>(2)</sup> (Dr. Freda Miller School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Forest Lawn High (Spring 2021)	Modernization	Grades 10-12	n/a	Mar. 21, 2017
TBD	Mahogany Elementary	New Construction	Grades K-4	600	Mar. 22, 2018
	Skyview Ranch Elementary/Middle	New Construction	Grades K-9	900	Mar. 22, 2018
TBD	Auburn Bay Middle	Design Only	Grades 5-9	900	Mar. 22, 2018
		New Construction			Nov 1, 2019
	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
	Auburn Bay Elementary <sup>(2)</sup>	New Construction	Grades K-4	600	Nov 1, 2019
Total School Space Capacity				6,600	

Note: <sup>(2)</sup> denotes second school of that type in the community.

## 6. Capital Priorities – New School Construction

There are 3 new school construction projects identified in the Three-Year School Capital Plan 2021-2024. Two of the projects are being requested for design funding initially in Year 2 and then construction funding in Year 3.

Table 1: New School Construction						
Three-Year School Capital Plan 2021-2024 Priorities						
Priority Ranking – Project Description						
YEAR 1						
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan	
C-1 Evanston Middle	5-9	New Request	Full buildout to 900	31,736,000		
			YEAR 1 TOTAL	31,736,000		
YEAR 2						
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)		
C-2 Saddle Ridge Middle <sup>(2)</sup>	5-9	New Request	Design for 900	1,147,000	1	
C-3 Cornerstone High School	10-12	New Request	Design for 1800	2,293,000	1	
			YEAR 2 TOTAL	3,440,000		
YEAR 3						
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)		
C-4 Saddle Ridge Middle <sup>(2)*</sup>	5-9	New Request	Construction for 900	28,388,000	1	
C-5 Cornerstone High School*	10-12	New Request	Construction for 1800	63,178,000	1	
			YEAR 3 TOTAL	91,566,000		
			GRAND TOTAL	126,742,000		

Note: <sup>1</sup> Senior high schools are not ranked using point criteria. See page 27.

<sup>(2)</sup> = second school of that type for the community.

\* Year could change, dependent on when site is ready for construction.

## 7. Capital Priorities – Major Modernization Projects

There are 10 major modernization projects identified in the Three-Year School Capital Plan 2021-2024.

Table 2: School Major Modernizations					
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-1 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,146,000	
M-2 Nickle School	5-9	Modernization Request	Major Modernization	14,595,000	
			YEAR 1 TOTAL	42,741,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-3 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,679,000	
M-4 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,764,000	
M-5 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,069,000	
M-6 Annie Foote School	K-6	Modernization Request	Major Modernization	10,841,000	
			YEAR 2 TOTAL	55,353,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	Number of Years Previously Listed in Capital Plan
M-7 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,132,000	
M-8 Altadore School	K-6	Modernization Request	Major Modernization	8,132,000	
M-9 Ranchlands School	K-6	Modernization Request	Major Modernization	12,197,000	
M-10 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,069,000	
			YEAR 3 TOTAL	37,530,000	
GRAND TOTAL				135,624,000	

## 8. Capital Priorities – New Construction & Major Modernizations

There are 13 new construction and major modernization projects identified in the Three-Year School Capital Plan 2021-2024. Two of the projects are being requested for design funding initially in Year 2 and then construction funding in Year 3.

Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	
1 Evanston Middle	5-9	New Request	Full buildout to 900	31,736,000	
2 John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,146,000	
3 Nickle School	5-9	Modernization Request	Major Modernization	14,595,000	
			YEAR 1 TOTAL	74,477,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	
4 Saddle Ridge Middle <sup>(2)</sup>	5-9	New Request	Design for 900	1,147,000	
5 Cornerstone High School	10-12	New Request	Design for 1800	2,293,000	
6 Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,679,000	
7 A.E. Cross School	7-9	Modernization Request	Major Modernization	18,764,000	
8 Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,069,000	
9 Annie Foote School	K-6	Modernization Request	Major Modernization	10,841,000	
			YEAR 2 TOTAL	58,793,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	
10 Saddle Ridge Middle <sup>(2)</sup>	5-9	New Request	Construction for 900	28,388,000	
11 Cornerstone High School	10-12	New Request	Construction for 1800	63,178,000	
12 Cedarbrae School	K-6	Modernization Request	Major Modernization	8,132,000	
13 Altadore School	K-6	Modernization Request	Major Modernization	8,132,000	
14 Ranchlands School	K-6	Modernization Request	Major Modernization	12,197,000	
15 Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,069,000	
			YEAR 3 TOTAL	129,096,000	
			GRAND TOTAL	262,366,000	

Number of Years Previously Listed in Capital Plan
7
11
12

1
1
6
3
5
5

1
1
5
12
5
5

Note: <sup>1</sup> Senior high schools are not ranked using point criteria. See page 27.

<sup>(2)</sup> = second elementary school for the community

## 1.0 INTRODUCTION

The CBE is a global leader in public education. Recognized as the largest school district in Western Canada, the CBE provides a full range of educational services for all instructional programs from kindergarten through to Grade 12. The CBE addresses the complexity and diversity of our 125,809 students in over 246 schools with approximately 14,000 staff and an operating budget of \$1.38 billion.

Over the past decade, Calgary has experienced varying levels of population growth. Calgary's population has increased by approximately 55,000 people since 2015, an average of 13,750 people per year.

The population grew from 1,267,344 in April 2018 to 1,285,711 in April 2019 (2019 Civic Census), an increase of 18,367 (1.45%). The population growth consisted of a natural increase of 8,807 people with a net migration of 9,560 people (2019 Civic Census).

The City of Calgary's report, *Calgary and Region Economic Outlook 2019-2024 (Fall 2019)*, identifies continued growth for Calgary. The City forecast contained in the report projects the population of Calgary will reach 1,381,000 by 2024, an increase of 95,000 people from the 2019 total of 1,286,000. This population forecast averages 19,000 people per year during this period and is a decrease from the previous five-year forecast. This population increase is expected to be driven primarily by net migration.

Calgary Total Population (,000s)									
Actual					Projected				
2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
1,231	1,235	1,246	1,267	1,286	1,304	1,322	1,341	1,360	1,381

Calgary & Region Economic Outlook 2019-2024 (Fall 2019)

## 1.1 CBE Student Enrolment

Total enrolment of 125,809 students was reported on September 30, 2019, and consists of 121,527 pre-kindergarten to Grade 12 students plus 4,282 students enrolled in Home Education, Outreach Programs, Unique Settings, Chinook Learning and CBe-learn.

Enrolment increased by 2,390 students from September 30, 2018, to September 30, 2019, with a notable increase in Grades 7-9 (1,375 students). This enrolment growth was higher than the previous overall enrolment growth of 1,729 students between 2017 and 2018.

Students continue to access program choices offered by the CBE. Enrolment in alternative programs is 26,203; this is an increase of 721 students over the previous year. The alternative programs with the highest enrolment are French Immersion (9,045), Traditional Learning Centre (TLC) (6,850) and Spanish Bilingual (3,790).

The following table provides a summary of enrolments including Unique Settings, Outreach Programs, Chinook Learning, and CBe-learn from September 30, 2015, to September 30, 2019.

<b>Five-Year History of CBE Enrolments by Division</b>					
<b>2015-2019</b>					
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Pre-Kindergarten	180	197	228	195	215
Kindergarten	9,209	9,106	9,053	8,740	9,030
Grades 1-3	28,888	29,410	29,080	29,073	28,972
Grades 4-6	24,441	25,715	27,183	28,265	28,626
Grades 7-9	22,624	23,292	24,267	25,321	26,696
Grades 10-12	26,375	26,443	27,035	27,567	27,988
<b>Sub-Total (pre-k to grade 12)</b>	<b>111,717</b>	<b>114,163</b>	<b>116,846</b>	<b>119,161</b>	<b>121,527</b>
Home Education	270	249	267	262	209
Outreach and Unique Settings	2,060	2,066	2,141	2,304	2,408
CBe-learn	611	458	463	576	541
Chinook Learning Services	2,327	2,211	1,974	1,116	1,124
<b>Sub-Total</b>	<b>5,268</b>	<b>4,984</b>	<b>4,845</b>	<b>4,258</b>	<b>4,282</b>
<b>Total</b>	<b>116,985</b>	<b>119,147</b>	<b>121,691</b>	<b>123,419</b>	<b>125,809</b>

Chinook Learning and CBe-learn register students continually throughout the year. The enrolment reported for both Chinook Learning and CBe-learn represent students who are only enrolled in either of those two programs and not accessing programming at another CBE school. Students enrolled in other CBE schools, that are accessing one or more courses at either Chinook Learning or CBe-learn, are reported in the pre-kindergarten to Grade 12 enrolment. The enrolment reported for Chinook Learning includes students enrolled in academic success programs (high school classes) only and does not include students in Adult English Language Learning (ELL) or Continuing Education (personal and professional development).

In September 2018, CBE implemented a new delivery model for Chinook Learning. Chinook Learning academic success programs (high school classes) were transitioned into James Fowler High School and Lord Beaverbrook High School. In this new model student age is limited to those who are 19 years of age by September 1 in the year they enrol in classes. This year there was an increase in enrolment at Chinook Learning of 8 students from September 30, 2018 to September 30, 2019.

### Five-Year Enrolment Projections

The CBE uses the Cohort-Survival methodology in preparing enrolment projections. The cohort survival projection methodology uses historic birth data and historic student enrolment data to “age” a known population (cohort) through their school grades. The cohort survival ratio is calculated to see how a group of potential students first enter the system at kindergarten and Grade 1 (market share) and how this group of students grows or shrinks over time (retention rates). Enrolment patterns emerge that are used for projections.

Pre-school census information, which is currently collected annually for all communities, combined with historic intake rates at kindergarten and Grade 1 is used to project how many students will enter our system each year. The annual September 30 enrolment data is used as a base for establishing retention rates that are used to project how existing student populations move through the system from one year to the next.

City of Calgary population projections are not a direct factor in CBE's enrolment projections but they do provide context for comparison. Trends reported by the City with respect to net migration and natural increase (births minus deaths) are considered when evaluating future student growth.

CBE's current enrolment of 125,809 students is forecast to increase to 134,472 students by 2024. A total increase of 8,663 students is projected averaging approximately 1,733 additional students annually. These enrolment projections assume a conservative level of enrolment growth in the future. Enrolment in kindergarten to Grade 3 is projected to decrease over the next five years with increases projected for Grades 7-9 and Grades 10-12 during the same period.

The number of students eligible to start kindergarten each year has declined over the past few years and enrolment in kindergarten has declined accordingly. Data collected during the 2019 census indicate the number of children eligible for kindergarten is expected to continue to decline over the next four years. The peak number of students eligible to start kindergarten was 16,910 in 2017.

Bill 28: School Amendment Act identified that "*establishing a common age of entry*" of five years of age on December 31 will come into effect for the 2020/21 school year. This common age is a change to the end of February date currently established for the CBE and will impact kindergarten enrolment projections in 2020.

Over the past three years, approximately 90% of students enrolled in kindergarten had a birthdate before January 1 of the year they were eligible to start kindergarten. Based on this trend, a one-year increase of approximately 800 kindergarten students, over and above the decline expected as a result of the reduced pre-school census data, is anticipated in 2021 as students born in January and February 2020 will not be eligible for kindergarten until the next year.

A summary of the September 2019 actual student enrolments and September 2020-2024 projected enrolments are below:

CBE Five-Year Enrolment Projections 2019-2024						
	Actual 2019	Projected				
		2020	2021	2022	2023	2024
Pre-Kindergarten	215	245	245	245	245	245
Kindergarten	9,030	8,813	9,637	8,840	8,445	8,445
Grades 1-3	28,972	29,098	29,408	29,827	29,637	28,732
Grades 4-6	28,626	28,488	28,479	28,295	28,365	28,663
Grades 7-9	26,696	28,109	29,073	29,454	29,311	29,300
Grades 10-12	27,988	28,836	29,879	31,504	33,168	34,309
<b>Sub-Total (pre-k to grade 12)</b>	<b>121,527</b>	<b>123,589</b>	<b>126,721</b>	<b>128,165</b>	<b>129,171</b>	<b>129,694</b>
Home Education	209	213	217	222	225	227
Outreach and Unique Settings	2,408	2,456	2,497	2,561	2,590	2,611
CBe-learn	541	576	613	653	695	740
Chinook Learning	1,124	1,200	1,200	1,200	1,200	1,200
<b>Sub-Total</b>	<b>4,282</b>	<b>4,445</b>	<b>4,527</b>	<b>4,636</b>	<b>4,710</b>	<b>4,778</b>
<b>Total Student Count</b>	<b>125,809</b>	<b>128,034</b>	<b>131,248</b>	<b>132,801</b>	<b>133,881</b>	<b>134,472</b>

*totals may not add due to rounding*

- CBe-learn and Chinook Learning accept registrations on an on-going basis.
- All projections are subject to annual review and update.
- Projections use September 30, 2019 enrolments as a base.

## 1.2 Calgary Suburban Growth and Development

The City of Calgary supports an actively competitive land market in all areas of the city and there over 27 new and developing municipal communities in various stages of development. The large number of concurrently developing communities puts increased pressure on the CBE to meet the expectations of parents for school construction in their community. Although the number of communities has declined slightly over the last decade, the size of the communities being planned and built today are much larger than they have been historically.

### Forecasted Suburban Growth

The City of Calgary prepares a suburban residential growth forecast each year and publishes the final version of this report after the timeline for CBE's annual capital plan each year. As such, the suburban growth information used in the *Three-Year School Capital Plan 2021-2024* is based on the City's *Suburban Residential Growth 2019-2023* document published in August 2019. This document allocates future population growth to the eight city planning sectors. This information provides CBE with a context for where student population growth will be expected in the future.

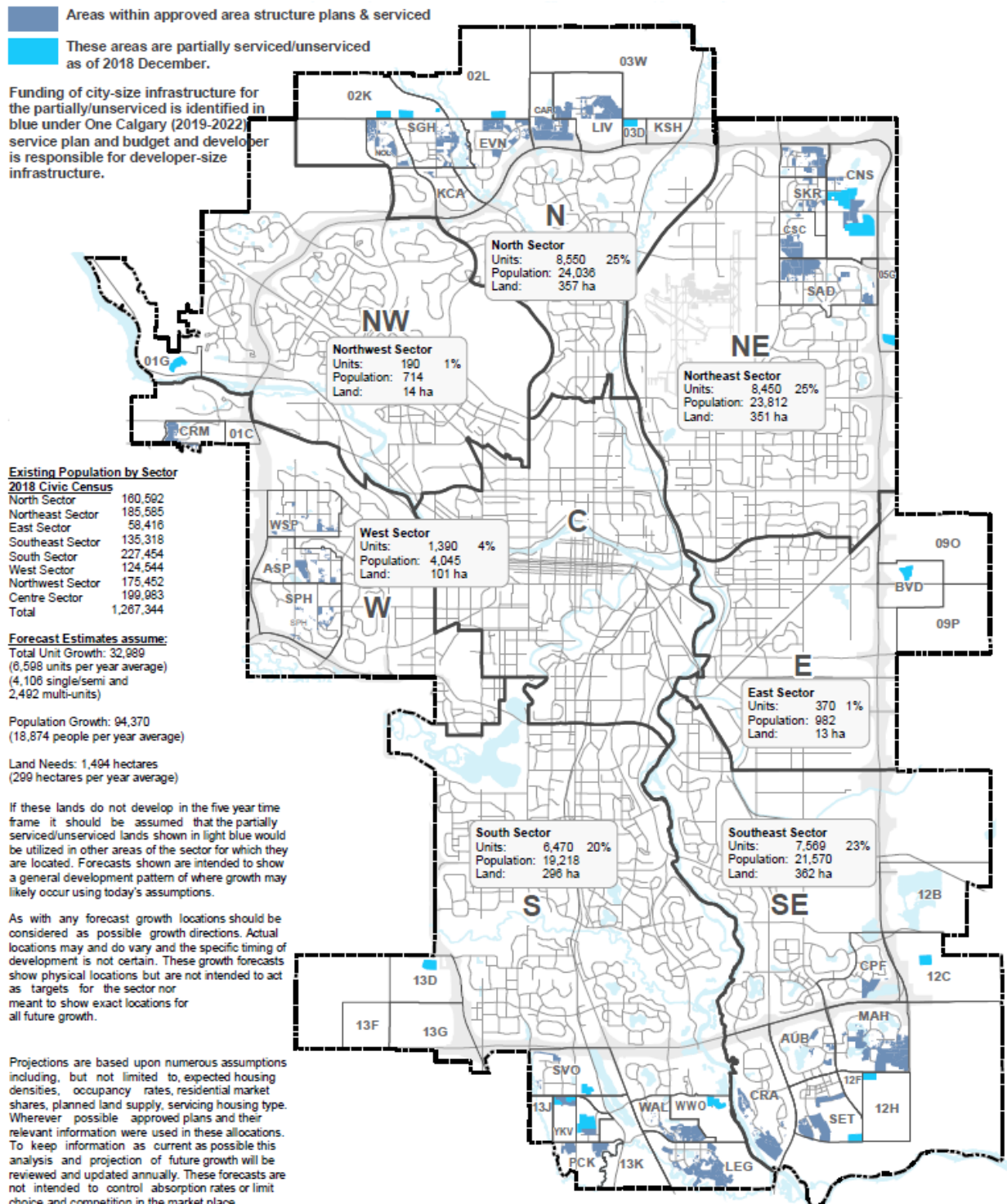
The top ten developing communities by number of units from new residential building permit applications in Calgary for 2018 were:

- Seton (SE)
- Skyview Ranch (NE)
- Mahogany (SE)
- Redstone (NE) tie
- Walden (S) tie
- Legacy (S)
- Livingston (N)
- Carrington (N)
- Cornerstone (NE)
- Sage Hill (N)
- Evanston (N)

(Source: *Suburban Residential Growth 2019-2023*, p. A3-6, A3-7)

The largest population growth projected over the next five years is in the north, northeast and southeast. A summary of the five-year period forecast from the City's *Suburban Residential Growth 2019-2023* document for suburban locations is as follows:

## City of Calgary Planning Sectors New Suburban Growth Forecasts 2019-2023



### 1.3 Framework for Growth and Change

The Municipal Development Plan (MDP), *Plan It Calgary*, was implemented April 1, 2010, and is the overarching policy that documents municipal development and transportation. *Plan It Calgary* identifies a goal of reducing the amount of growth allocated to the developing communities, which was essentially 100% in the late 1990's and to intensify growth within the inner-city and established areas. The 30-year target of the MDP for growth into established areas is 33% and the 60-year target is 50% growth to established areas. In August 2018 the City indicated although growth is moving in line with the idealized balanced growth in old and new communities, new communities captured 91% of the population growth from 2014-2018 making it challenging to meet the MDP goals in the next 20 years or so.

The City supports an actively competitive land market in all areas of the city and there are 27 new and developing municipal communities in various stages of development. In August 2018, Calgary City Council voted in favour of developing 14 new Greenfield communities, some of which are part of approved Area Structure Plans (ASP's) within the currently active developments. The large number of developing communities puts increased pressure on the CBE to meet the expectations of parents for new school construction in their community.

The communities that grew by more than 1,000 residents between 2018 and 2019 were:

- Mahogany (SE): 1,948
- Legacy (S): 1,116
- Nolan Hill (N): 1,051
- Cornerstone (NE): 1,019
- Redstone (NE): 1,002

(Source: 2019 Civic Census)

### 1.4 City of Calgary Annexation

#### Previously Annexed Lands

The majority of the 36,000 acres annexed to the City of Calgary, from the MD of Foothills in 2005 and MD of Rocky View in 2007, remain outside of the CBE's jurisdictional boundary.

The Minister of Education has identified it is in the best interest of the students to retain the existing school boundaries until urban development warrants change.

The Minister has indicated that annexed lands would be brought into the CBE inventory as area structure plans are finalized and urban development proceeds.

The Calgary City Council has approved regional context studies to guide development in the newly annexed lands:

- **East Regional Context Study** (April 2009) with an eventual population of 160,000 persons and approximately 22,000 jobs upon full build-out.
- **West Regional Context Study** (April 2010) with an eventual population of 22,000 people and 7,000 jobs upon full build-out.
- **North Regional Context Study** (June 2010) with an eventual population of 216,000 persons and approximately 69,000 jobs on full build-out.

**Map 1** on page 8 identifies these locations.

Detailed Area Structure Plans (ASP) have been, or are being, undertaken to guide future planning in the annexed lands. The CBE participated in meetings, discussions and plan preparation, to enable long-term school planning in the following areas:

- The **Ricardo Ranch Area Structure Plan** is currently under development and is anticipated to accommodate a population of approximately 18,300 persons. This area is currently in the CBE's boundary.
- The **West View Area Structure Plan** is currently under development and is anticipated to accommodate a population of approximately 10,500 to 10,800 persons.
- The **Keystone Hills Area Structure Plan** was approved July 16, 2012 and will accommodate a population of approximately 60,000 persons.
- The **Belvedere Area Structure Plan** on the east was approved April 8, 2013 and will accommodate a future population of approximately 61,000 persons.
- The **South Shepard Area Structure Plan** was approved May 6, 2013 and will accommodate a population of approximately 28,000 persons.
- The **West Macleod Area Structure Plan** was approved June 10, 2014 and will accommodate a population of approximately 34,000 persons.
- The **Haskayne Area Structure Plan** was approved July 22, 2015 and will accommodate a population of approximately 13,000 persons.
- The **Glacier Ridge Area Structure Plan** was approved December 7, 2015 and will accommodate a population of approximately 58,000 persons.

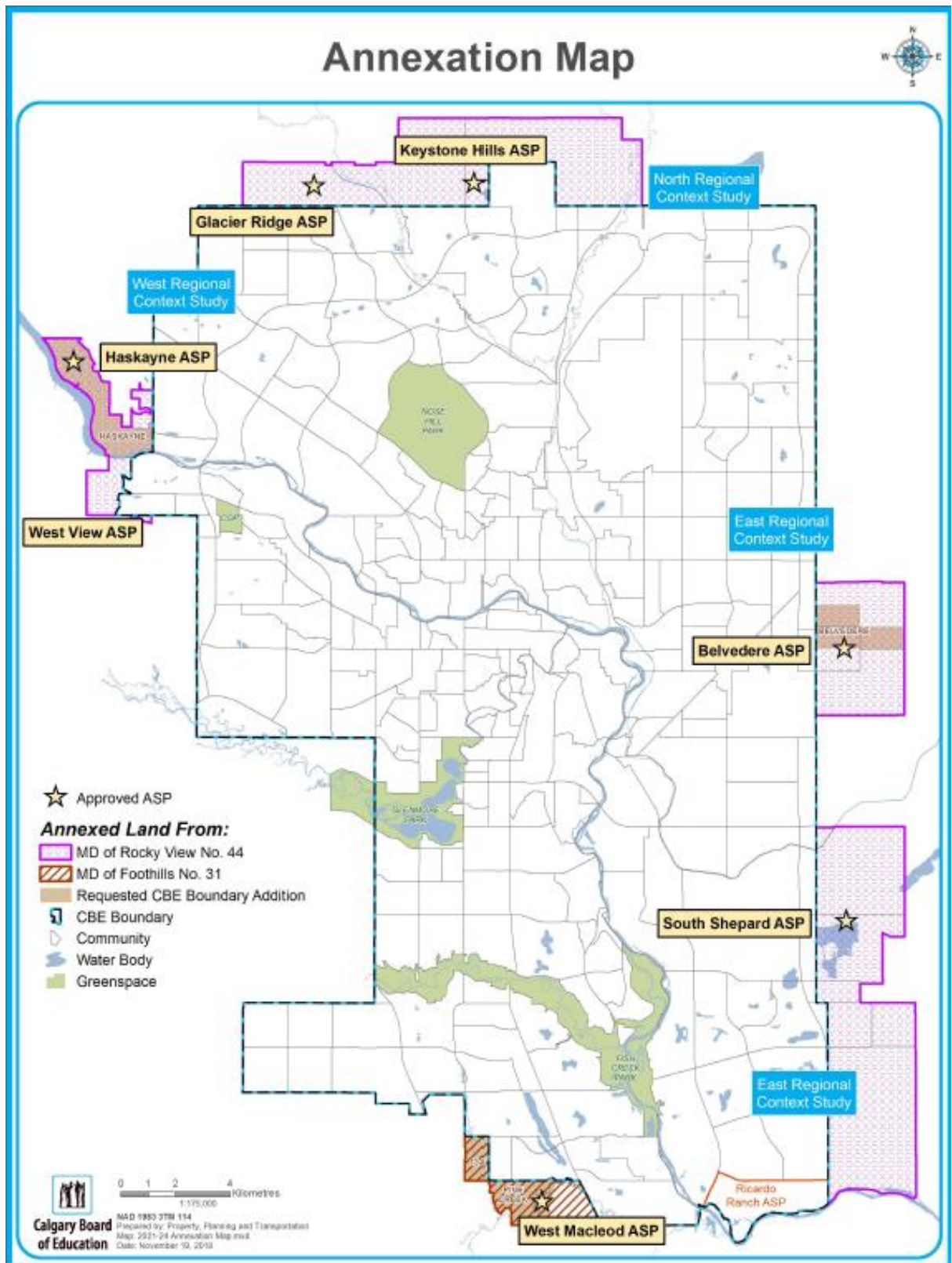
Once house construction begins, CBE will request, on an as required basis, that the Minister include these lands as part of CBE school boundaries.

In alignment with the request by the Ministry of Education that urban development be occurring, in June 2018 the Minister of Education approved that the west section of the Crestmont community and the northern portion of the Livingston community (north of 144 Avenue NE) be incorporated into the CBE boundary.

In addition, in June 2019 the Minister of Education approved the communities of Belmont and Yorkville (in the West Macleod ASP) be incorporated into the CBE boundary for the 2019-2020 school year.

The CBE continually monitors growth in the City and on November 19, 2019 requested the addition of the Haskayne ASP, part of the Belvedere ASP, and the remainder of West Macleod ASP for the 2020-21 school year. Information on new communities can be found on the City's website.

Map 1



## 2.0 CAPITAL STRATEGIES

### 2.1 Calgary Board of Education

CBE has identified the following drivers for capital planning:

- Program Delivery – Projects that are required to enable the delivery of school programs e.g. Career and Technology Studies (CTS) and Career and Technology Framework (CTF).
- Community Schools – New schools required in rapidly growing communities in order to minimize student travel times and meet needs for a local school in their community.
- Aging Facilities – Older schools that require modernization, rehabilitation or replacement to provide appropriate learning environments for students. The province estimates the value of required deferred maintenance in CBE schools to be in excess of \$160 million.
- Optimizing School Utilization Rates – Ensuring appropriate school utilization rates can optimize the programming opportunities available to students within the limited public resources entrusted to the CBE.

A balanced approach for the plan is developed to ensure the CBE is pursuing capital funding opportunities that recognize the changing needs of students and are focused on building strong ties with parents, partners, and the community. More specifically, the CBE recognizes:

- Provincial funding is required for new school construction in new and developing communities;
- Parents desire schools to be closer to home, especially for younger students;
- Increasing public demand for program alternatives;
- Transitions for students with minimal disruption are valued as they provide continuity of learning with consistent peer cohorts.

This approach to planning anticipates a system of core elementary feeder schools for local school communities (attendance areas), complemented with middle/junior high, and senior high schools serving larger geographic areas.

Projects are also required to ensure programming requirements are met through school modernizations. High priority program delivery projects are listed below.

- CTS – CBE received funding approval March 21, 2017, for Forest Lawn (northeast sector). Once complete, this modernization will support delivery of CTS curriculum and provide access to state of the art spaces for students living within the northeast sector of the city.

## 2.2 Three-Year Education Plan

Alberta Education requires school boards to maintain three-year plans, updated annually. School boards are responsible for carrying out their education plans; for reporting annually to parents, communities, and government on results and use of their resources; and, for using results information to update plans and improve education for students. The Board of Trustees approved the combined Annual Education Results Report 2018-2019 and the Three-Year Education Plan 2019-2022 on January 7, 2020.

Long-range education plans will continue to be developed and these plans will inform the Three-Year School Capital Plan and the Ten-Year Student Accommodation and Facilities Strategy to ensure that programs and services for students are provided in suitable facilities that are well situated and fiscally sustainable. Education planning information will be based on: the Three-Year Education Plan and other program development undertaken through the Chief Superintendent's office, School Improvement, and the respective Area Offices. This information, in conjunction with the Three-Year School Capital Plan, Three-Year System Student Accommodation Plan and facility information, will be used to inform school program and facility upgrade strategies for schools.

Facility and capital project plans will be developed through the Facilities and Environmental Services Unit based upon approvals obtained for new school construction, replacement schools, modernizations, facility maintenance, facility upgrades and other projects, as identified in this and other plans approved by the Board of Trustees.

## 2.3 Administrative Areas and Space Utilization

In Spring 2017, CBE added two new administrative areas and changed the methodology for grouping schools into areas. The CBE is now divided into seven administrative areas. This new area structure is based on relationships between schools rather than geography.

A geographical reporting and analysis of data is required to understand where population and student enrolment growth will occur in the future. Starting with the *School Capital Plan 2019-2022* the CBE began using City of Calgary planning sectors for capital planning purposes (**Map 2**).

Within each of these planning sectors, the CBE annually reviews new and developing communities for new school construction eligibility. The Province has indicated that utilization is reviewed when evaluating a jurisdiction's capital priorities; however, the utilization rate in a sector is not a firm requirement but rather a guideline.

The CBE strives to maintain a utilization rate in the high 80% range. Ensuring healthy school utilization rates contributes to ensuring that facilities are optimized for educational purposes, maintaining flexibility within the system to meet demand for emergent considerations while balancing the financial obligations and sustainability of the system. Currently, the CBE's overall utilization rate by enrolment is 87%. The utilization rate is 86% for K-GR9 students and 93% for Grades 10-12 students.

A summary of utilization by enrolment and by residence follows and is included in detail in Appendix I.

Utilization by enrolment identifies the number of students attending schools expressed as a percentage of the total capacity. Utilization by enrolment represents the actual utilization currently experienced at schools within the planning sector.

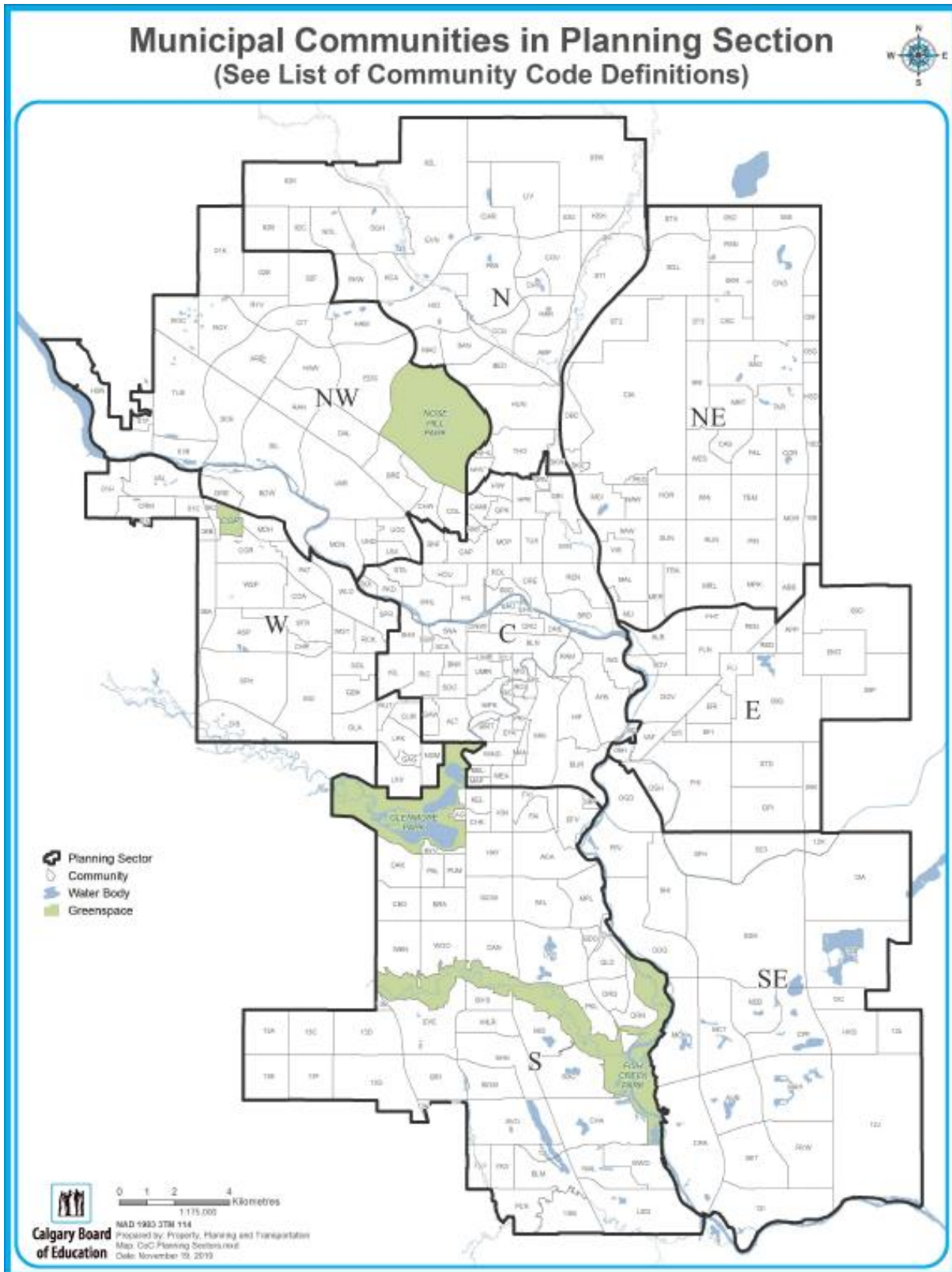
Utilization by residence identifies the number of students residing in the planning sector expressed as a percentage of the total school capacity within that planning sector. Utilization by residence represents the utilization rate that would exist if the CBE were not able to accommodate students in facilities in other planning sectors but rather accommodated the students in the facilities that exist within the planning sector where they live.

Projections for 2024-2025, in the charts below, account for additional school capacity that has been approved and is currently under construction but does not include additional capacity for schools approved for design only or requested in this capital plan:

Planning Sector Utilization by Student Enrolment (Actual & Projected)		
Sector	2019-2020 Actual K-12 Utilization	2024-2025 Projections K-12 Utilization
Centre	89%	100%
East	75%	76%
North	92%	88%
NorthEast	92%	95%
NorthWest	91%	91%
South	80%	83%
SouthEast	93%	85%
West	85%	87%
<b>Total</b>	<b>87%</b>	<b>89%</b>

Planning Sector Utilization by Student Residence (Actual & Projected)		
Sector	2019-2020 Actual K-12 Utilization	2024-2025 Projections K-12 Utilization
Centre	52%	62%
East	66%	67%
North	154%	139%
NorthEast	102%	104%
NorthWest	80%	80%
South	68%	71%
SouthEast	129%	113%
West	84%	85%
<b>Total</b>	<b>86%</b>	<b>88%</b>

## Map 2



## Municipal Community Code Definitions

ABB	Abbeydale	FLN	Forest Lawn	QLD	Queensland
ACA	Acadia	GAG	Garrison Green	RAM	Ramsay
ALB	Albert Park/Radisson Heights	GAW	Garrison Woods	RAN	Ranchlands
ALT	Altadore	GLA	Glamorgan	RGW	Rangeview
APP	Applewood Park	GBK	Glenbrook	RED	Red Carpet
ARB	Arbour Lake	GDL	Glendale	RSN	Redstone
ASP	Aspen Woods	GRV	Greenview	REN	Renfrew
AUB	Auburn Bay	GRI	Greenview Industrial Park	RIC	Richmond
BNF	Banff Trail	GRE	Greenwood/Greenbriar	RID	Rideau Park
BNK	Bankview	HAM	Hamptons	RIV	Riverbend
BYV	Bayview	HAR	Harvest Hills	ROC	Rocky Ridge
BED	Beddington Heights	HSN	Haskayne	RDL	Rosedale
BEL	Bel-Aire	HAW	Hawkwood	RMT	Rosemont
BLM	Belmont	HAY	Haysboro	RCK	Rosscarrock
BLN	Beltline	HID	Hidden Valley	ROX	Roxboro
BVD	Belvedere	HPK	Highland Park	ROY	Royal Oak
BDO	Bonavista Downs	HIW	Highwood	RUN	Rundle
BOW	Bowness	HIL	Hillhurst	RUT	Rutland Park
BRA	Braeside	HSD	Homestead	SAD	Saddle Ridge
BRE	Brentwood	HKS	Hotchkiss	SGH	Sage Hill
BRD	Bridgeland/Riverside	HOU	Hounsfield Heights/Briar Hill	SAN	Sandstone Valley
BRI	Bridlewood	HUN	Huntington Hills	SCA	Scarboro
BRT	Britannia	ING	Inglewood	SSW	Scarboro/Sunalta West
CAM	Cambrian Heights	KEL	Kelvin Grove	SCE	Scenic Acres
CAN	Canyon Meadows	KSH	Keystone Hills	SET	Seton
CAP	Capitol Hill	KIL	Killarney/Glengarry	SHG	Shaganappi
CAR	Carrington	KCA	Kincora	SHS	Shawnee Slopes
CAS	Castleridge	KIN	Kingsland	SHN	Shawnessy
CED	Cedarbrae	LKB	Lake Bonavista	SHW	Sherwood
CHA	Chaparral	LKV	Lakeview	SIG	Signal Hill
CHW	Charleswood	LEG	Legacy	SIL	Silver Springs
CHN	Chinatown	LPK	Lincoln Park	SVO	Silverado
CHK	Chinook Park	LIV	Livingston	SKR	Skyview Ranch
CHR	Christie Park	LMR	Lower Mount Royal	SOM	Somerset
CIT	Citadel	MAC	MacEwan Glen	SOC	South Calgary
CSC	Cityscape	MAH	Mahogany	SOV	Southview
CLI	Cliff Bungalow	MAN	Manchester	SOW	Southwood
COA	Coach Hill	MPL	Maple Ridge	SPH	Springbank Hill
COL	Collingwood	MRL	Marlborough	SPR	Spruce Cliff
CPF	Copperfield	MPK	Marlborough Park	STA	St. Andrews Heights
COR	Coral Springs	MRT	Martindale	STR	Strathcona Park
CNS	Cornerstone	MAF	Mayfair	SNA	Sunalta
CGR	Cougar Ridge	MAL	Mayland Heights	SDC	Sundance
CHV	Country Hills Village	MCK	McKenzie Lake	SSD	Sunnyside
COU	Country Hills	MCT	McKenzie Towne	TAR	Taradale
COV	Coventry Hills	MEA	Meadowlark Park	TEM	Temple
CRA	Cranston	MDH	Medicine Hill	THO	Thornciffe
CRE	Crescent Heights	MID	Midnapore	TUS	Tuscany
CRM	Crestmont	MLR	Millrise	TUX	Tuxedo Park
CUR	Currie Barricks	MIS	Mission	UND	University District
DAL	Dalhousie	MOR	Monterey Park	UNI	University Heights
DRG	Deer Ridge	MON	Montgomery	UOC	University of Calgary
DRN	Deer Run	MOP	Mount Pleasant	UMR	Upper Mount Royal
DIA	Diamond Cove	NEB	New Brighton	VAL	Valley Ridge
DIS	Discovery Ridge	NOL	Nolan Hill	VAR	Varsity
DDG	Douglasdale/Glen	NGM	North Glenmore Park	VIS	Vista Heights
DOV	Dover	NHV	North Haven	WAL	Walden
DNC	Downtown Commercial Core	NHU	North Haven Upper	WHL	West Hillhurst
DNE	Downtown East Village	OAK	Oakridge	WSP	West Springs
DNW	Downtown West End	OGD	Ogden	WGT	Westgate
EAG	Eagle Ridge	PAL	Palliser	WHI	Whitehorn
EAU	Eau Claire	PAN	Panorama Hills	WLD	Wildwood
EDG	Edgemont	PKD	Parkdale	WIL	Willow Park
EPK	Elbow Park	PKH	Parkhill	WND	Windsor Park
EYA	Elboya	PKL	Parkland	WIN	Winston Heights/Mountview
ERI	Erin Woods	PAT	Patterson	WBN	Woodbine
ERL	Erlton	PEN	Penbrooke Meadows	WOO	Woodlands
EVN	Evanston	PCK	Pine Creek	YKV	Yorkville
EVE	Evergreen	PIN	Pineridge		
FAI	Fairview	POI	Point McKay		
FAL	Falconridge	PUM	Pump Hill		
FHT	Forest Heights	QPK	Queen's Park Village		

## 2.4 Planning for Students

### Sites for New Schools

The identification and establishment of school sites within any new community in Calgary is a complex process. The CBE works with The City of Calgary, the Calgary Catholic School District (CCSD) and community developers to select school sites based on catchment areas within future developments. There is a balance between population, number and type of residential units, location and land dedication.

Land for high school sites, which serve a larger geographic region, is purchased through the Joint Use Coordinating Committee (JUCC). The requirement to purchase land for a high school is identified during the regional context study phase when developments that are planned for a minimum of 50,000 to 60,000 residents are considered for approval by the City of Calgary.

In the case of land for elementary and middle schools, land from the 10% dedication requirement in the *Municipal Government Act* (MGA) of Alberta is used. The number and type of school sites required is based on the Joint Use Site Calculation Methodology. This methodology uses the estimated number of single and multi-family units in an Area Structure Plan (ASP) multiplied by the average number of children aged 5-14 per housing unit by type.

As a more general guideline to determine an approximate number of schools, one can use a target of one elementary school for every 10,000 residents, one middle school for every 15,000 to 20,000 residents, and a high school for every 50,000 to 60,000 residents. Many of the new communities in Calgary are large enough that once full build out has been achieved, the community will require a minimum of one elementary and one middle school to accommodate the students living in the community. Larger communities, once they are fully built-out, will require two elementary schools and one or two middle schools to accommodate students.

### Working with Stakeholders

CBE is committed to working with stakeholders and has developed a Dialogue Framework to guide this work. This framework guides public engagement when CBE considers the future use of existing learning space in schools.

The CBE's dialogue framework is available at <http://www.cbe.ab.ca/get-involved/public-engagement/Pages/default.aspx>

### System Student Accommodation Plan

The CBE prepares a Three-Year System Student Accommodation Plan annually to inform appropriate decision-making and engagement for community members and parents in CBE accommodation planning. The process applies to and informs recommendations regarding all school and program accommodation issues. The Three-Year System Student Accommodation Plan is developed to

support and reflect the Three-Year Education Plan, Three-Year School Capital Plan, and the Ten-Year Student Accommodation and Facilities Strategy.

Student accommodation needs are identified by the Property, Planning & Transportation department in consultation with Education Directors in each area. Administration is responsible for using CBE's Dialogue framework to engage internal and external stakeholders regarding student accommodation challenges that may be resolved through one or more possible scenarios. The Three Year System Student Accommodation Plan 2019-2022 was presented for information at the June 18, 2019, Board of Trustees meeting and is available on the CBE website at: <https://www.cbe.ab.ca/FormsManuals/Three-Year-System-Student-Accommodation-Plan.pdf>

### **Program Opportunities for Students**

The CBE is committed to a balance among equity, access, excellence, and choice within the school system and consequently offers a wide variety of programs for students of all ages. Programs are designed to enrich the lives of students and to promote quality learning. We recognize the many diverse ways of learning and the many interests and abilities of students. Through the Three-Year System Student Accommodation Plan, these programs are initiated where space is available and as close as possible to where demand for the programs exists. Information about programming opportunities for students can be found at:

<http://www.cbe.ab.ca/programs/Pages/default.aspx>

## 2.5 New School Construction and School Approvals

Eight new school construction projects and one high school major modernization project are currently under development.

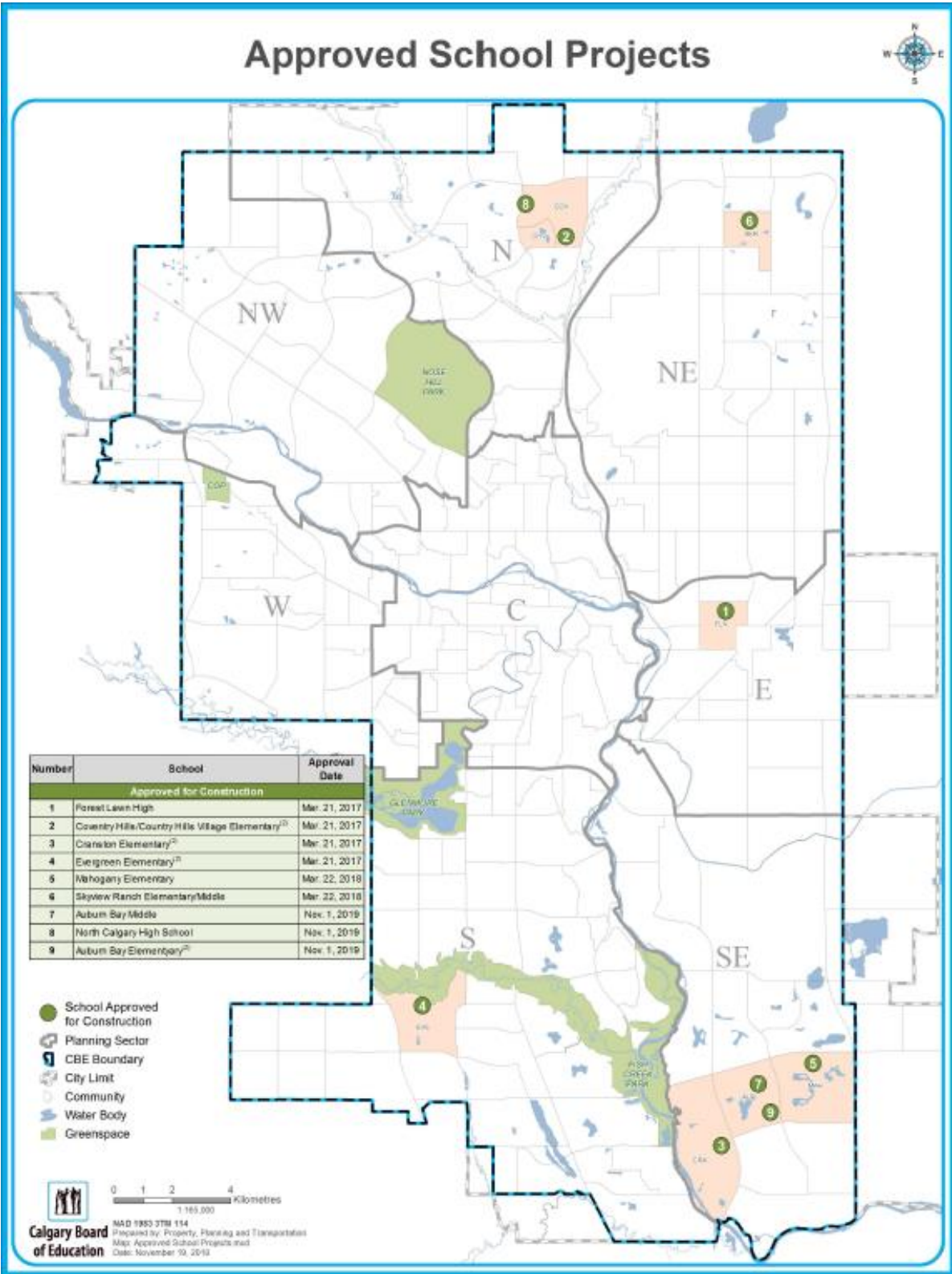
The table below summarizes the projects under development, their approval dates and their projected opening/completion date.

Schools Under Construction and Approvals					
Projected School Year Opening	School/Community	Project Type	Grade	Approved Capacity	Approval Date
2020-2021	Coventry Hills/Country Hills Village Elementary <sup>(2)</sup> (Northern Lights School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Cranston Elementary <sup>(2)</sup> (Sibylla Kiddle School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Evergreen Elementary <sup>(2)</sup> (Dr. Freda Miller School)	New Construction	Grades K-4	600	Mar. 21, 2017
	Forest Lawn High (Spring 2021)	Modernization	Grades 10-12	n/a	Mar. 21, 2017
TBD	Mahogany Elementary	New Construction	Grades K-4	600	Mar. 22, 2018
	Skyview Ranch Elementary/Middle	New Construction	Grades K-9	900	Mar. 22, 2018
TBD	Auburn Bay Middle	Design Only	Grades 5-9	900	Mar. 22, 2018
		New Construction			Nov 1, 2019
	North Calgary High School	Design Only	Grades 10-12	1,800	Mar. 22, 2018
		New Construction			Nov 1, 2019
	Auburn Bay Elementary <sup>(2)</sup>	New Construction	Grades K-4	600	Nov 1, 2019
Total School Space Capacity				6,600	

Note: <sup>(2)</sup> denotes second school of that type in the community.

Map 3 identifies the location of future school projects approved since March 21, 2017.

Map 3



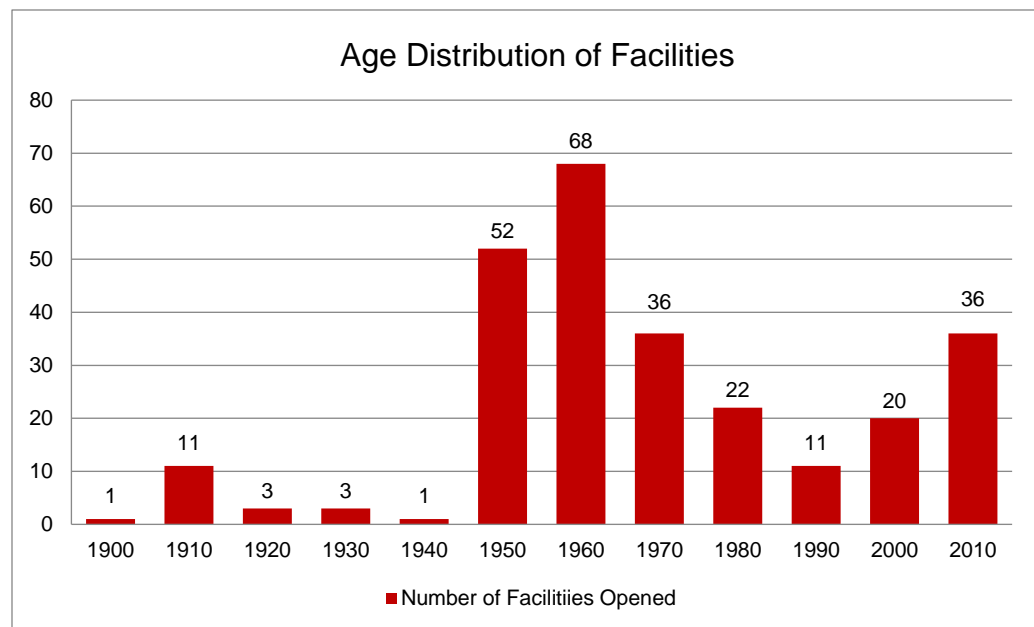
## 2.6 School Major Modernization

School major modernization projects provide for the renovation of whole or part of a school building for both present and future educational programs. These modernizations address physical obsolescence and/or improve functional adequacy and suitability. School major modernization projects should not exceed 75% of the replacement value of the school building as per provincial guidelines.

To support the delivery of new CTS curriculum, a modernization of Forest Lawn High school has been approved to include the following improvements:

- Focus on upgrading CTS spaces
- Improvements to the Learning Commons and development of new computer lab spaces
- Partial mechanical and electrical systems upgrades
- Minor building envelope and interior upgrades
- Building code and barrier free access upgrades

The CBE has a current count of over 264 owned facilities of which 175 were built before 1980. This represents approximately 66% of CBE's school building inventory. The current inventory by decade of CBE school buildings is shown in the following graph:



In 2004, the Province undertook a rolling condition assessment of schools in the Renewal Capital Asset Planning Process (RECAPP) and planned to audit CBE facilities every five years. In the spring of 2009, Alberta Infrastructure recommenced evaluations starting with the former 2004 assessments, thus continuing the five-year assessment cycle. Approximately 40 to 50 facilities are audited every year. Findings of the re-evaluation are incorporated into maintenance, modernization, and facility planning for CBE projects. This

Provincial audit information, now called VFA, factors into CBE's assessment in determining modernization priorities.

The CBE continues to rank facilities for major modernizations. The criteria used for establishing major modernization priorities are reviewed periodically. The most recent criteria review began in May 2014 and revisions recommended as a result of the review were presented to the Board of Trustees and approved on October 7, 2014. Details of major modernization ranking can be found in Appendix II.

## **2.7 Collaborative Initiatives with The City of Calgary**

For many years, the CBE and The City of Calgary have enjoyed a strong working relationship. This relationship involves both city-wide initiatives and specific initiatives focused on property, leasing, and infrastructure. The following initiatives are examples of the CBE working together with the City:

- The CBE is party to the Joint Use Agreement and participates on the Joint Use Coordinating Committee (JUCC) with the City and the CCSD dealing with the determination of municipal and school reserve sites.
- The CBE is a member of the Site Planning Team (SPT) with the City and the CCSD that meets every two weeks to review and discuss development applications and issues related to public access of City and school facilities.
- CBE representatives have been involved in many city-wide initiatives such as the Traffic Safety Community meetings, review of new Area Structure Plans, neighbour redevelopment plans, and main street initiatives.
- The CBE has also worked collaboratively with the City and CCSD on a tripartite City Charters Memorandum of Understanding. More recently, this work has grown to include the Government of Alberta's Urban School Planning Collaboration Sub-Table with the objective of maximizing the benefits derived from school sites for students and the public.

## **3.0 NEW SCHOOL CONSTRUCTION CAPITAL PLAN CRITERIA**

The CBE does not rank alternative programs for new school construction. As schools are opened in new suburbs, vacancies are created in the bus receiver schools where those students attended prior to the opening of the new school. Administration works to identify opportunities to expand or relocate alternative programs into these existing spaces, where resources allow, as they become available.

In the new and developing municipal communities, elementary school communities generally reflect municipal community boundaries. The junior high and middle school communities can serve one large municipal community or two or more small-to-medium-sized municipal communities. In the inner-city and established areas, school communities tend to cover larger geographic areas for elementary, junior high, and middle schools, and do not always align with municipal community boundaries as there is a wide range in municipal community sizes and demographics.

### 3.1 Construction Planning Criteria

The ranking of new school construction priorities is an important issue for all community stakeholders. The CBE first established ranking criteria for new construction priorities in January 2002. The model was designed to be transparent, objective and impart equity and fairness to all Calgary communities. Over the years, these criteria have been reviewed and adjusted periodically as necessary. The most recent criteria review began in May 2014 and revisions recommended as a result of the review were presented to the Board of Trustees and approved on October 7, 2014.

There are two types of criteria in the evaluation process used to rank school communities for capital building priorities in the Three-Year School Capital Plan. These are as follows:

1. **Eligibility Criteria** acts as a screening filter for new capital projects and must be met before a school project proceeds to the ranking phase.
2. **Ranking Criteria** that will be used to further evaluate and prioritize new capital projects.

#### Eligibility Criteria

#### Eligible School Communities

All new and developing municipal communities are evaluated and ranked for new school construction. Inner-city and established communities are not ranked.

Most municipal communities have an elementary school site and are ranked individually as a school community. When determining whether to group communities, the CBE uses the projected population based on the full build-out of the community, not the existing population in any given year. If two communities were combined for a new school ranking based on current population, even though the projected population at build-out indicates that each community will require their own school in the longer term, one of the communities would need to be moved to a different school in the future. Past experience has shown that stakeholders are resistant to designation changes once a school exceeds capacity.

In certain cases, the CBE will continue to combine communities for new school ranking when the build-out populations of the combined communities are such that the school is anticipated to accommodate the students from both communities in the long term. Two small municipal communities will be combined for elementary school ranking where they do not exceed a combined projected community population threshold of approximately 10,000 people.

In the case of middle/junior high schools, adjacent municipal communities may be combined if they do not exceed a combined projected population threshold of approximately 24,000 people. Community build-out projections may vary from year to year due to ongoing adjustments to densities and other factors as determined by the City. Large municipal communities that can sustain a middle/junior high school are ranked individually as a school community.

## Accommodation Options

This criterion is used to evaluate student accommodation options for eligible school communities. In some cases, an accommodation option may exist in a nearby community and a school community may not need to be ranked for new school construction.

One example would be the accommodation of Bridlewood GR7-9 students in Samuel W. Shaw School, located in the adjacent community of Shawnessy. As a result of this accommodation option, the CBE does not currently rank Bridlewood as a priority for a middle/junior high school.

## Site Availability and Readiness

High school sites require larger land parcels that will service multiple communities. As such the land required for these sites is acquired under the Joint Use Agreement, a tripartite agreement between the City, CBE and CCSD. The requirement to purchase land for a high school is identified during the regional context study phase when developments that are planned for a minimum of 50,000 to 60,000 residents are considered for approval by the City of Calgary. Accordingly, new high school construction is only considered where a site is available - see **Map 4** on page 29 for locations of CBE high school sites.

With the Province recently providing staged funding for new schools, the CBE can request design funding before a site is ready, subject to the site being available for construction within 2-3 years. The school would then be ranked twice in the Three-Year School Capital Plan: once for design funding and once for construction funding. This approach is not available for schools chosen by the Province to be delivered utilizing the Public-Private Partnership (P3) delivery model.

Where a site is not ready and design funding only is being requested, the school site is still ranked using the ranking criteria as well as taking into account the estimated timeline for when the site will be available. Site readiness is reviewed and assessed on an annual basis.

Developers are required to obtain both Final Acceptance Certificate (FAC) and Construction Completion Certificate (CCC) from the City. These certificates ensure that developers have met all obligations and sites are ready for 'turn-over' to the future landowners which means sites are ready for building construction. Site readiness includes, but is not limited to:

- receiving land title for the site, complete with legal description and appropriate zoning
- services (water, sewer, electricity, etc.) are in place and ready for hook up
- site has suitable topography and no geotechnical or foundational concerns (for construction)
- environmental site assessments are complete; normally already completed by the developer through FAC and CCC obligations to the City
- confirmation the site exists outside of the 1:500 year floodplain
- site has adequate access for both construction and usage

The CBE prefers to receive sites with both FAC and CCC finalized, but, in emergent cases, where the site is required for immediate construction needs, a

developer can be released from their obligations over the building envelope area, with those obligations being transferred to the CBE to complete. Examples of these obligations would be site grading, landscaping, site drainage and connections to City services.

### **Ranking Criteria:**

For school communities that meet the eligibility criteria, an analysis is undertaken using criteria in three categories: Community Growth Profile, Busing and Travel Time, and Accommodation. Points for each of the profiles are totalled and used to rank priorities for new school construction.

### **Design Only**

When there has been government approval for the design of a school in a community in advance of full funding approval to construct the school, an exception to the standard ranking methodology will be made so that resources committed for the design of the school are maximized and construction occurs in a timely manner. For this reason, a community with design phase approval will not be assessed through the points ranking criteria and will be retained at the top of the next year's list.

### **Preschool Census**

Total preschool census numbers are used for each community not just public school supporters. This provides a true reflection of the total number of potential students in a community.

### **Enrolment in CBE Schools (K-GR4 and GR5-9)**

Actual September 30 enrolment numbers are used and include all students from the community who are accessing any CBE school. If a community already has a school, the capacity of the school will be subtracted from the number of students enrolled in the CBE. For example, in a community with 1,200 K-GR4 students and a 600 capacity K-GR4 school, the number of students counted in assessing enrolment for a second elementary school would be 600.

### **Population Growth**

A matrix is used that takes into account the five year projected population growth by sector (based on City of Calgary projections) and the ratio of the number of CBE students per housing unit in a given community. The City of Calgary does not prepare population projections for individual communities but does annually prepare a population forecast by city sector in their *Suburban Residential Growth* document. Utilizing these sector population projections takes future growth into consideration. The use of these two measures together in a matrix results in the greatest number of points, in this category, being assigned to communities with the highest number of students per household that are located in areas of the city that are projected to have the highest population growth.

### **Travel Time**

A matrix is used that takes into account median travel time as well as distance from the community to the designated school. Utilizing Bus Planner software,

distance is calculated from the centre of a community to the regular program designated school. The use of these two measures together in a matrix results in the greatest number of points being assigned, in this category, to communities with the longest travel time and the greatest distance to travel.

### **Bus Receivers**

Points are assigned to a community where there is a need for more than one bus receiver to accommodate the established grade configuration for the regular program (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).

### **Existing or Approved School(s) in Community**

The provision of a K-9 learning continuum for students within a community is desired. For middle school ranking, points are assigned to a community that has an existing K-GR4 school.

In some cases, this criterion could be included in the K-GR4 ranking process to address completion of a full school build out, in the event that provincial approvals are awarded in phases. This category does not apply for ranking a second elementary school within a community.

### **Transition Points**

A transition point occurs when a cohort group of students move from one school to another. Typically a cohort group of students will have one transition point and move once between kindergarten and GR9 (e.g. K-GR4 in one school and GR5-9 in another or K-GR6 in one school and GR7-9 in another). In some situations, space may be limited at either elementary or junior/middle schools and it may be necessary to accommodate a cohort of students from a new and developing community in more than two schools for K-GR9 (e.g. K-GR4 in one school, GR5-6 in a second school and GR7-9 in a third school).

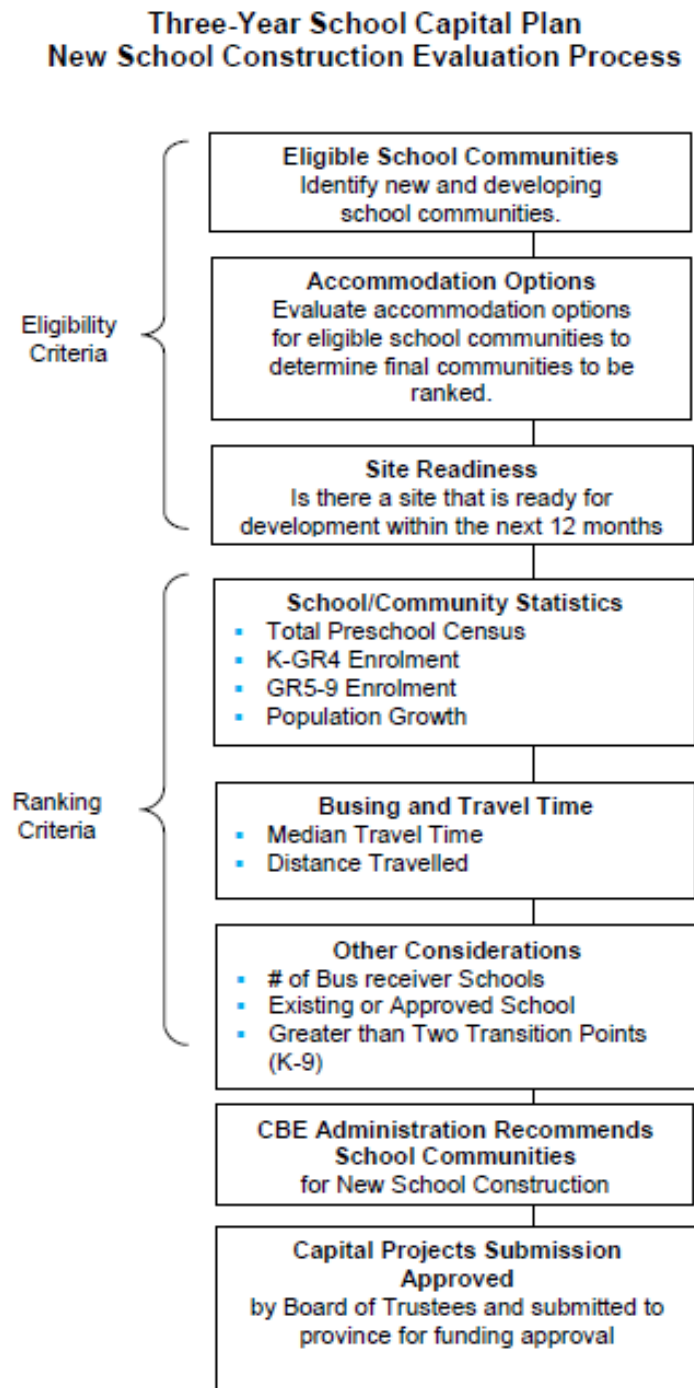
In some cases a K-GR9 grade configuration will be recommended. Examples of when this may occur include, but are not limited to, when community demographics demonstrate that a 900 student K-GR9 school is sufficient to accommodate students or when there is only one school site in a community and the site is sufficient in size to accommodate the building. Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories not by the combined number of points.

CBE's point assessment process is used for K-9 and does not apply in certain unique circumstances therefore the option exists for the placement of priorities for new school construction.

- Senior high schools are not ranked using point criteria, but are recommended on the priority list based on analysis of multiple factors such as:
  - availability of a site to construct a high school
  - high school utilization rates

- student enrolment
  - community demographics
- Schools with unique settings or enrolments that do not lend themselves to the aforementioned ranking criteria may also be placed on a priority basis. Previous examples include Christine Meikle and Niitsitapi Learning Centre.

A flow chart summarizing the evaluation process for recommended new school construction follows:



### 3.2 Construction Ranking: Kindergarten to Grade 9

Below is a summary of the points assigned for communities, for kindergarten to Grade 9, that are included in this year's Plan:

School Communities				
Rank	Community	Points	Planning Sector	Grade
1	Evanston Middle (full buildout)	1675	N	5-9
2	Saddle Ridge Middle <sup>(2)</sup> (design Year 2, construction Year 3)	1765	NE	5-9

Notes: <sup>(2)</sup> Indicates second school of that type in the community.  
Full buildout is for design and construction at once.

Based on the point assignment, some communities have a higher point total for a second elementary school in the community than for a middle school.

Constructing a middle school prior to second elementary schools is desired for several reasons. Construction of a middle school completes the K-9 continuum of learning and adds 900 additional learning spaces in comparison to 600 for a second elementary school. These 300 additional learning spaces provide space for more students to attend school closer to home. When a second elementary school receives more points than a middle school within the same community, the middle school will be prioritized over the second elementary school.

CBE school communities ranked for new school construction should have a site available and have a student population large enough to sustain an elementary or middle/junior high school. However, with the Province now providing staged funding for new schools, the CBE can request design funding before a site is ready, subject to the site being available for construction within 2-3 years. Of note, this approach is not available for schools chosen by the Province for delivery via the P3 model.

Section 4.0 contains further detail on the projects prioritized in this capital plan.

Details of the points assignment for all eligible communities are included in Appendix III.

The ranking criterion that was revised and approved in October 2014 uses actual numbers of students and potential students rather than assigning a value for a range of students as occurred with the previous criteria. This change has resulted in fewer ties for placement. In the case of a tie in ranking the following will be used to determine priority between the tied projects:

- Ties will be broken on total points of the first two community ranking categories.
- In the case where it is still tied, only the first community ranking category points will be used.

### 3.3 Construction Planning Criteria: Senior High Schools

A sector based approach is used to evaluate projects for new senior high school capital priorities. Utilization rates by planning sector are listed below:

Senior High Planning Sector Utilization		
Planning Sector	2019-2020 Residence Utilization	2019-2020 Enrolment Utilization
Centre	33%	89%
East	57%	81%
North	287%	106%
NorthEast	147%	109%
NorthWest	99%	102%
South	72%	77%
SouthEast	173%	112%
West	89%	100%

Notes:

- Student numbers are based on ArcView data as at September 30, 2019
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

The greatest demand for new senior high school space based on where students are living (by residence) continues to be in the North sector. A new high school in north Calgary, located in the community of Coventry Hills, was approved in March 2018 for design funding and for construction on November 1, 2019.

The SouthEast sector has the next highest level of utilization by residence at 173%. However, there are four (4) high schools in the adjacent South sector which has a utilization by residence of 72%. Students from the SouthEast sector can be accommodated in these schools.

The NorthEast sector has the next highest utilization by residence at 147%.

### 3.4 Construction Priorities: Senior High Schools

Senior high school sites are identified through the City of Calgary Regional Context study process and are procured through the Joint Use Agreement (see **Map 4**); these are not ranked using point criteria but are recommended on the new school construction priority list based on an analysis of factors such as:

- demographic information, including current and future student populations;
- availability of space in existing high schools;
- proximity of that space to student populations;
- City of Calgary's projected growth for the sector.

#### Cornerstone High School

Construction of a new high school will allow CBE to accommodate high school students who live in the northern northeast communities at a school that is closer to where they live. The northeast sector is projected to be one of the fastest growing areas in the city, with an expected increase of approximately 23,812

people by 2023. This represents approximately 25% of the forecasted suburban residential growth in terms of total population.

The northeast sector includes many new and developing communities and has a large student population by residence. Overall, there are 5,200 senior high students living in the northeast sector enrolled at CBE schools this year. There are only two high schools in this sector, Nelson Mandela and Lester B. Pearson, with provincial capacities of 1,795 and 1,739 student spaces respectively. If all high school students living in this sector attended the only two high schools in the sector, the utilization rate would be 147%.

The primary catchment population for the Cornerstone high school would be the northern northeast communities, consisting of Cityscape, Cornerstone, Redstone and Skyview Ranch. These communities are less than 50% built-out, but are developing quickly. When fully built-out over the next 5 to 10 years they will have a combined population of approximately 77,600 - 81,000 people. There are currently 272 students from these communities attending CBE high schools for Grades 10-12.

Additional communities that may have a portion of, or the entire community, designated to this school include Saddle Ridge, Castleridge, Falconridge and/or Coral Springs. There are currently 1,229 high school students from these communities. The community of Saddle Ridge is only 58% built out, based on occupied dwellings, and when fully built-out over the next 5 to 10 years it will have a population of approximately 31,500 - 31,800 people.

Students living in the northern northeast communities currently attend two different CBE schools. One of the schools is located in the northeast sector and one is in the east sector:

- Lester B. Pearson High School (Cornerstone); and
- Forest Lawn High School (Cityscape, Redstone, Skyview Ranch).

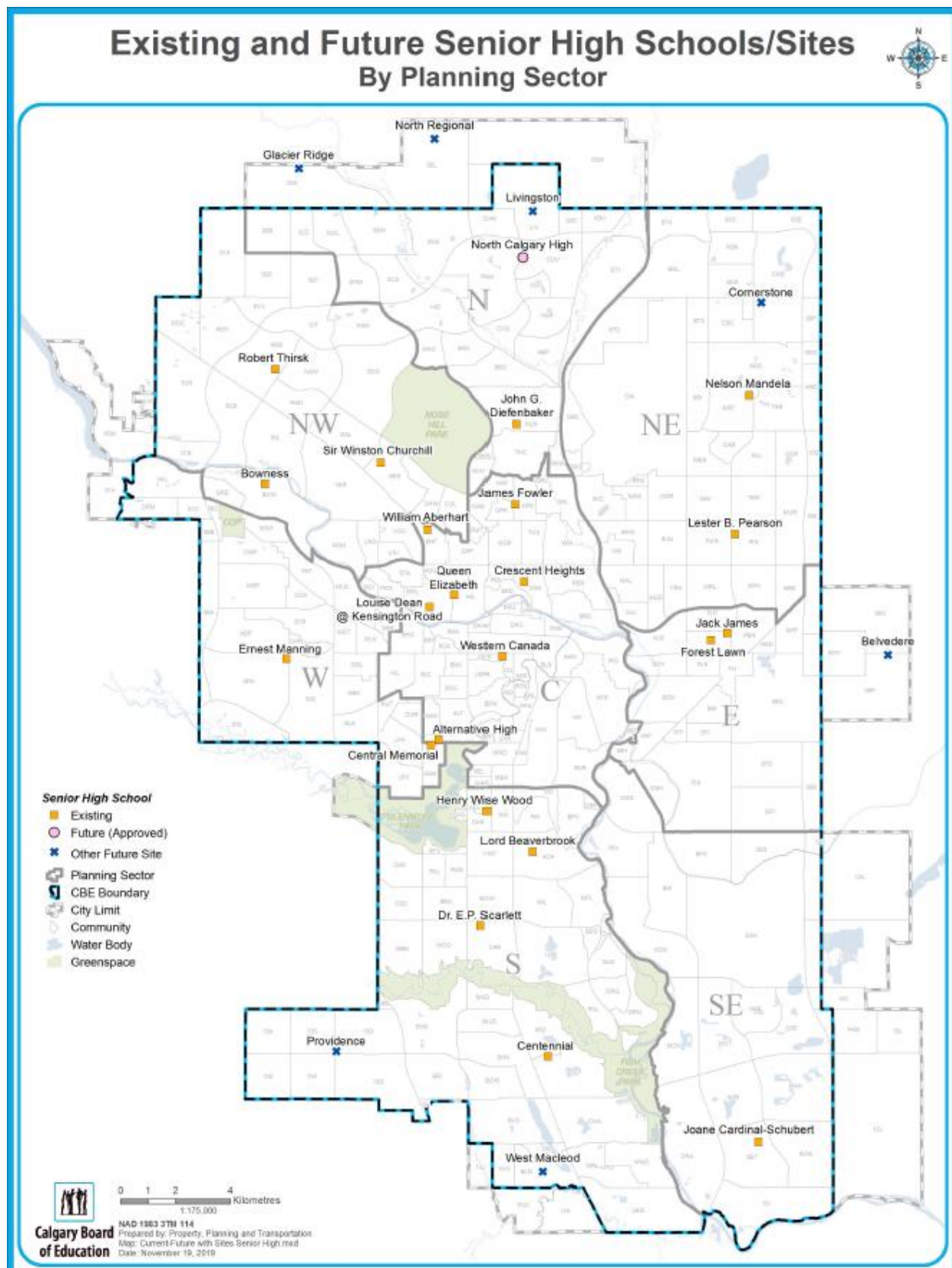
Students living in the communities of Castleridge, Coral Springs, Falconridge Martindale, Saddle Ridge and Taradale attend Nelson Mandela High School.

Lester B. Pearson High School is the next closest school, south of Nelson Mandela High School, and is located in the Pineridge community with Forest Lawn High School even further south in the east sector community of Forest Lawn. This commute involves long travel times for all these students.

In addition to the northern northeast communities, there is the newly developing community of Homestead on the east side of Stoney Trail. At full build out it is expected to have a population of 4,900 - 5,200 people. This community could be considered for designation to the new Cornerstone high school depending on the utilization rates of Nelson Mandela and Lester B. Pearson High Schools at that time.

A 21 acre site in the south portion of Cornerstone, on the south side of Country Hills Boulevard NE, is designated for a new senior high school. Once constructed and opened, a new high school in northeast Calgary is anticipated to operate at capacity for many years.

Map 4



## 4.0 THREE-YEAR SCHOOL CAPITAL PLAN 2021-2024 – SUMMARY

Capital projects are reviewed and prioritized by the Ministry of Education prior to being submitted to the government's Capital Planning Initiative process led by the Treasury Board. The Capital Planning approval process has the following phases:

### Phase 1: Capital Plan Submission

School boards submit School Capital Plans annually by April 1 each year

### Phase 2: Project Evaluation & Prioritization

Projects are first assessed for accuracy and clarity and prioritized based on the Project Drivers and Level of Need criteria.

Provincial staff may meet with school jurisdictions to obtain further information as required

#### Phase 2: Project Drivers

- Health and Safety
- Building Condition
- Enrolment Pressures
- Functionality & Programming
- Legal

#### Phase 2: Level of need

- High (examples include health and safety, enrolment pressures such as utilization over 100%.
- Medium/high (1-3 year time frame)
- Medium (3-5 year timeframe)
- Low (7-10 year timeframe)

### Phase 3: Project Definition

Preliminary site assessment and value scoping sessions if required

### Phase 4: Budget and Scope

Functional plan, scope and budget development. Refinement of scope from project definition stage.

### Phase 5: Provincial Capital Planning process

Recommendation to Treasury Board and Finance. Approval and implementation phase.

Following is a summary of recommended new school construction and major modernization projects. Table 1 (New School Construction) and Table 2 (School Modernizations) provides a summary of the recommended projects and project costs, based on information from Alberta Infrastructure and taking into account the 2019 inflation rate. Sections 5.0 and 6.0 provide details of the recommended projects.

Projects are listed in order of priority. There is still a need for schools located where students live and are projected to live in the future. Details of modernization rankings are in Appendix II and details of new school construction priority rankings are identified in Appendix III.

The sections that follow this summary (Sections 5.0 and 6.0) describe the community and school profiles in order of priority.

The following tables provide a summary of the new school construction and major modernization projects recommended for funding and these are identified on **Maps 5 and 6**.

Table 1: New School Construction					
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	
C-1 Evanston Middle	5-9	New Request	Full buildout to 900	31,736,000	
			YEAR 1 TOTAL	31,736,000	
YEAR 2					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	
C-2 Saddle Ridge Middle <sup>(2)</sup>	5-9	New Request	Design for 900	1,147,000	
C-3 Cornerstone High School	10-12	New Request	Design for 1800	2,293,000	
			YEAR 2 TOTAL	3,440,000	
YEAR 3					
Community/School	Grade	Project Status	Request Type	2020 Cost (\$)	
C-4 Saddle Ridge Middle <sup>(2)*</sup>	5-9	New Request	Construction for 900	28,388,000	
C-5 Cornerstone High School*	10-12	New Request	Construction for 1800	63,178,000	
			YEAR 3 TOTAL	91,566,000	
			GRAND TOTAL	126,742,000	

Number of Years Previously Listed in Capital Plan	7
	1
	1
1	1

Note: <sup>1</sup> Senior high schools are not ranked using point criteria. See page 27.

<sup>(2)</sup> = second school of that type for the community.

\* Year could change, dependent on when site is ready for construction.

Table 2: School Major Modernizations					
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School		Grade	Project Status	Request Type	2020 Cost (\$)
M-1	John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,146,000
M-2	Nickle School	5-9	Modernization Request	Major Modernization	14,595,000
				YEAR 1 TOTAL	42,741,000
YEAR 2					
Community/School		Grade	Project Status	Request Type	2020 Cost (\$)
M-3	Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,679,000
M-4	A.E. Cross School	7-9	Modernization Request	Major Modernization	18,764,000
M-5	Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,069,000
M-6	Annie Foote School	K-6	Modernization Request	Major Modernization	10,841,000
				YEAR 2 TOTAL	55,353,000
YEAR 3					
Community/School		Grade	Project Status	Request Type	2020 Cost (\$)
M-7	Cedarbrae School	K-6	Modernization Request	Major Modernization	8,132,000
M-8	Altadore School	K-6	Modernization Request	Major Modernization	8,132,000
M-9	Ranchlands School	K-6	Modernization Request	Major Modernization	12,197,000
M-10	Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,069,000
				YEAR 3 TOTAL	37,530,000
				GRAND TOTAL	135,624,000

Number of Years Previously Listed in Capital Plan	
	11
	12
6	
3	
5	
5	
5	
12	
5	
5	

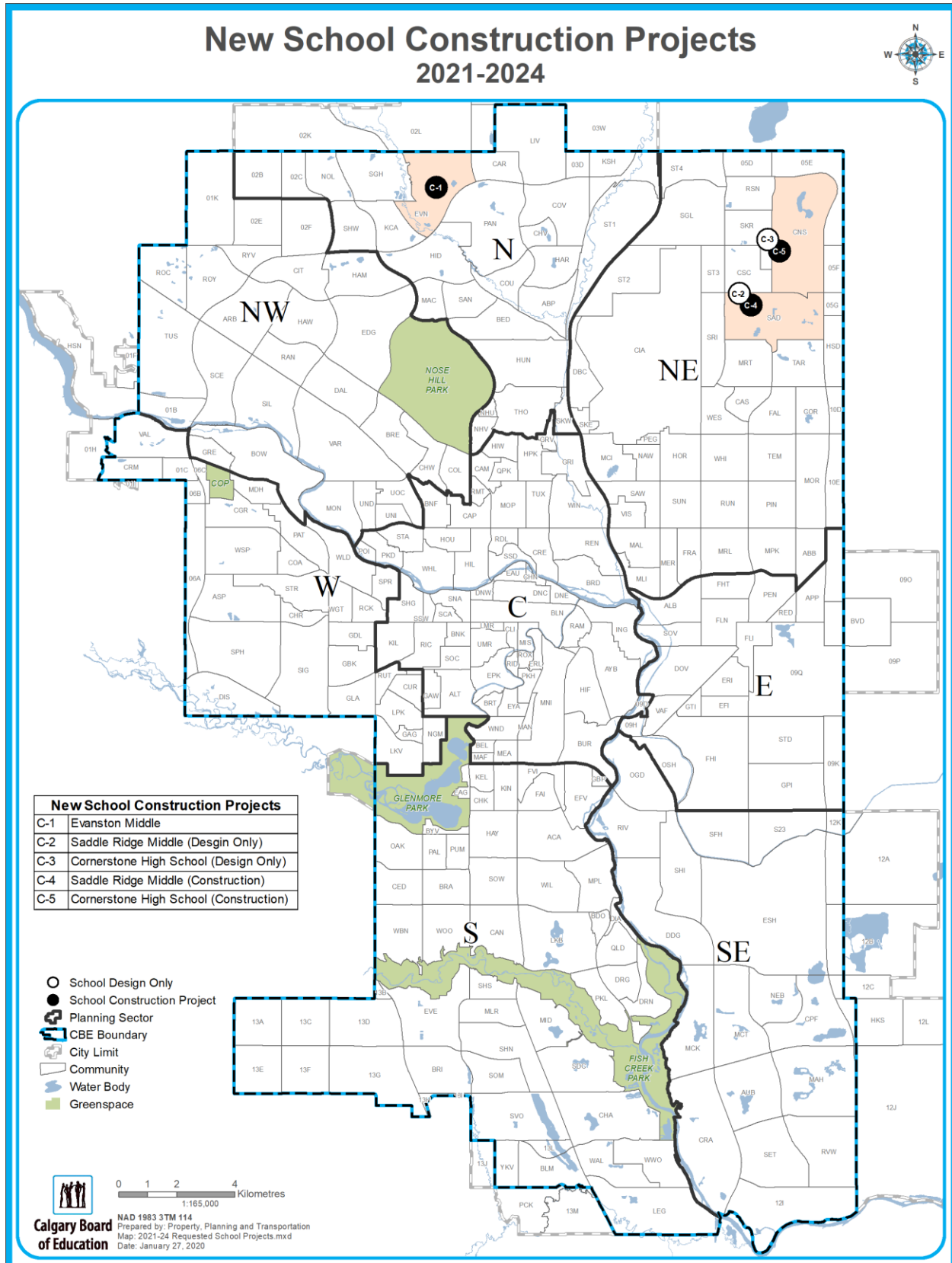
Table 3: New School Construction and Major Modernizations					
Three-Year School Capital Plan 2021-2024 Priorities					
Priority Ranking – Project Description					
YEAR 1					
Community/School		Grade	Project Status	Request Type	2020 Cost (\$)
1	Evanston Middle	5-9	New Request	Full buildout to 900	31,736,000
2	John G. Diefenbaker High School	10-12	Modernization Request	Major Modernization	28,146,000
3	Nickle School	5-9	Modernization Request	Major Modernization	14,595,000
				YEAR 1 TOTAL	74,477,000
YEAR 2					
Community/School		Grade	Project Status	Request Type	2020 Cost (\$)
4	Saddle Ridge Middle <sup>(2)</sup>	5-9	New Request	Design for 900	1,147,000
5	Cornerstone High School	10-12	New Request	Design for 1800	2,293,000
6	Ernest Morrow School	6-9	Modernization Request	Major Modernization	16,679,000
7	A.E. Cross School	7-9	Modernization Request	Major Modernization	18,764,000
8	Janet Johnstone School	K-4	Modernization Request	Major Modernization	9,069,000
9	Annie Foote School	K-6	Modernization Request	Major Modernization	10,841,000
				YEAR 2 TOTAL	58,793,000
YEAR 3					
Community/School		Grade	Project Status	Request Type	2020 Cost (\$)
10	Saddle Ridge Middle <sup>(2)</sup>	5-9	New Request	Construction for 900	28,388,000
11	Cornerstone High School	10-12	New Request	Construction for 1800	63,178,000
12	Cedarbrae School	K-6	Modernization Request	Major Modernization	8,132,000
13	Altadore School	K-6	Modernization Request	Major Modernization	8,132,000
14	Ranchlands School	K-6	Modernization Request	Major Modernization	12,197,000
15	Queen Elizabeth School	K-6	Modernization Request	Major Modernization	9,069,000
				YEAR 3 TOTAL	129,096,000
				GRAND TOTAL	262,366,000

Number of Years Previously Listed in Capital Plan
7
11
12
1
1
6
3
5
5
1
1
5
12
5
5

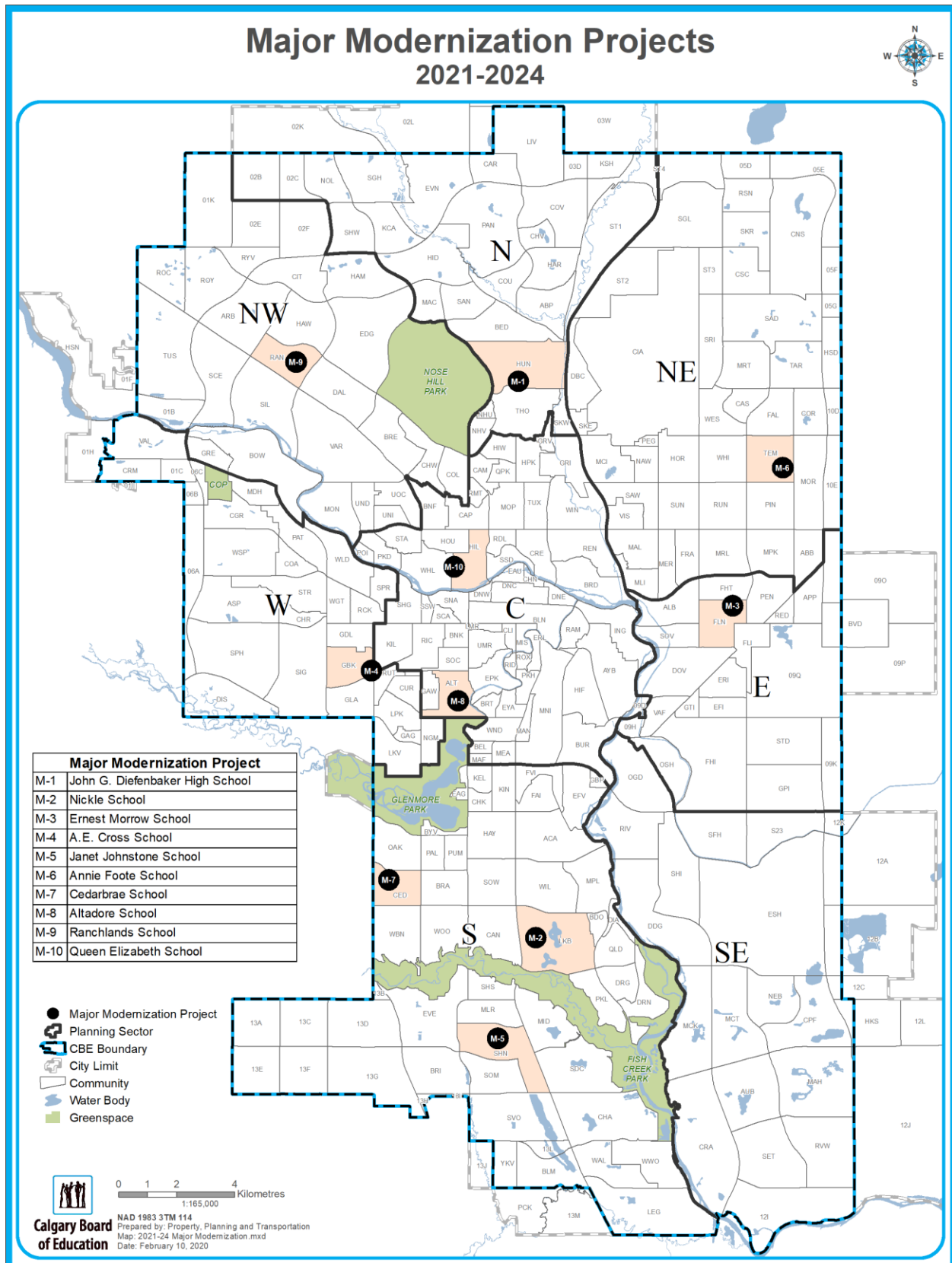
Note: <sup>1</sup> Senior high schools are not ranked using point criteria. See page 27.

<sup>(2)</sup> = second elementary school for the community

## Map 5



Map 6



<b>5.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priority C-1 Evanston Middle</b>	
<b>School Community Profile</b>	
<p><b>Evanston Community</b> began development in 2002 and is situated in the north sector of the city, north of Stoney Trail and east of Symons Valley Road.</p> <ul style="list-style-type: none"> <li>As of the April 2019 Census, the total number of occupied dwelling units was 5,334 with a population of 17,685.</li> <li>The community is planned for an estimated 6,171 housing units with a population capacity of 19,200 to 19,800.</li> <li>The community had an average annual population growth of 1,140 persons during the past three-year period.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of September 30, 2019, there were 937 kindergarten to Grade 4 and 608 Grades 5-9 students residing in the Evanston community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>Kenneth D. Taylor School (K-GR4) opened September 2016. The school is full and starting September 2018, K-4 students who cannot be accommodated at the school are overflowed to Cambrian Heights School in Cambrian Heights. There is one more elementary site and one middle school site in Evanston.</li> <li>Evanston GR5-9 students are currently bused to Simon Fraser, which is located in the Brentwood community.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>Construct a middle school for 900 GR 5-9 students.</li> <li>The total project cost is budgeted at \$31,736,000.</li> </ul>	

<b>5.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priorities C-2 (design) &amp; C-4 (construction) Saddle Ridge Middle<sup>(2)</sup></b>	
<b>School Community Profile</b>	
<p><b>Saddle Ridge Community</b> began development in 2000 and is located in the northeast sector of the City.</p> <ul style="list-style-type: none"> <li>As of the April 2019 Census, the total number of occupied dwelling units was 5,576 with a population of 22,321.</li> <li>The community is planned for an estimated 9,584 housing units with a population capacity of 31,500 to 31,800.</li> <li>The community had an average annual population growth of 1,022 persons during the past three-year period.</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>As of the September 30, 2019, there were 1,323 kindergarten to Grade 4 and 1,219 Grades 5-9 students residing in the Saddle Ridge community who attended CBE schools.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>Peter Loughheed School (GR5-9) opened September 2016. Within the next two years it is anticipated that the school will be full and students may be overflowed and/or grade reconfigurations with other schools in the community will possibly be required.</li> <li>There is one more middle site, which will be used for the second middle school.</li> <li>This site is currently not ready for construction, but it is anticipated to be ready to construct a school in the next 2-3 years.</li> </ul>	
<b>Recommendation</b>	
<ul style="list-style-type: none"> <li>A staged design and construction of a middle school for 900 GR 5-9 students.</li> <li>Priority C-2 = The total design cost is budgeted at \$1,147,000.</li> <li>Priority C-4 = The total construction cost is budgeted at \$28,388,000.</li> <li>The total project cost is budgeted at \$29,535,000.</li> </ul>	

Note: (2) = second middle school for the community

<b>5.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>New Construction</b>	
<b>Priorities C-3 (design) &amp; C-5 (construction) Cornerstone High</b>	
<b>School Community Profile</b>	
<p><b>The Cornerstone High School</b> will serve the residents of the northern northeast communities.</p> <ul style="list-style-type: none"> <li>Currently, the northern northeast area is served by two high schools consisting of: Forest Lawn (Cityscape, Redstone, Skyview Ranch) and Lester B. Pearson (Cornerstone).</li> </ul>	
<b>Enrolment Profile</b>	
<ul style="list-style-type: none"> <li>There are over 5,200 high school students living in the northeast sector of Calgary and only two high schools located in that sector. Nelson Mandela High School has a provincial capacity of 1,795 student spaces and a utilization of 111%. Lester B. Pearson High School has a provincial capacity of 1,739 student spaces and a utilization of 104%.</li> <li>Combined, the northern northeast communities of Cityscape, Cornerstone, Redstone and Skyview Ranch currently have 272 Grades 10-12 students. This number has increased 105% from 2015 and 45% between 2017 and 2019.</li> <li>The northeast sector of the City is projected to account for 25% of all growth in the City from 2019-2023 with a population increase of 23,812 according to the City of Calgary's <i>Suburban Residential Growth 2019-2023</i> document published in August 2019.</li> <li>In the 2019 Civic Census, Cornerstone and Redstone had the 4<sup>th</sup> and 5<sup>th</sup> highest community population increases in the City from 2018 to 2019, at 1,019 and 1,002 respectively.</li> <li>Cityscape, Cornerstone, Redstone and Skyview Ranch are less than 50% built-out, but are developing quickly. When fully built-out over the next 5 to 10 years there will be, combined, approximately 77,600 - 81,000 people from these communities.</li> <li>The community of Saddle Ridge is 58% built out and when fully built-out over the next 5 to 10 years there will be approximately 31,500 - 31,800 people.</li> <li>Saddle Ridge currently has 621 high school students and that number is projected to increase over the next 5 years.</li> <li>Homestead is a developing new community on the east side of Stoney Trail and at full build out it is expected to have a population of 4,900 - 5,200 people.</li> </ul>	
<b>Site Planning and Transportation</b>	
<ul style="list-style-type: none"> <li>A 21 acre site in the south portion of Cornerstone, on the south side of Country Hills Boulevard NE, is designated for a new senior high school.</li> <li>This site is currently not ready for construction, but it is anticipated to be ready to construct a school in the next 2-3 years.</li> <li>The communities in the northern northeast are bused long distances.</li> </ul>	

Recommendation
<ul style="list-style-type: none"><li>▪ A staged design and construction of a senior high school for 1,800 students.</li><li>▪ Priority C-3 = The total design cost is budgeted at \$2,293,000.</li><li>▪ Priority C-5 = The total construction cost is budgeted at \$63,178,000.</li><li>▪ The total project cost is budgeted at \$65,471,000.</li></ul>

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-1 John G. Diefenbaker High School</b>	
<p>The school's current CTS programs require upgrading to meet current industry and CBE standards.</p> <p>CTS courses are designed to engage students in learning in authentic, relevant and personalized learning environments. Through this approach to learning, students transition from their high school experience more successfully into the world of work or into post-secondary education. Creating these personalized pathways through CTS courses and programs allow students the opportunity to examine their career goals and expand their interests in future success.</p>	
<b>Facility Description</b>	
<p>The original two storey building, complete with gymnasium, partial lower level (walkout) basement, performance space, and mechanical penthouse was constructed in 1971. In 1990, a single storey addition with lower level was added. Additionally, there are four dated modular units located on site. There have been several interior renovations over the years to improve existing spaces.</p> <p>Overall construction comprises a foundation of grade beams and strip footings complete with reinforced concrete slabs on grade. The superstructure consists of both exterior and interior masonry load bearing block, or poured in place walls and columns. Roof structure is steel deck on steel joists on bearing walls. The majority of the roof assembly is a bituminous built-up (BUR) system (last replaced in 1988).</p> <p>The exterior is a combination of red brick, ribbed block, and stucco. Windows are typically double glazed units and aluminum framed. Exterior doors are steel and painted.</p> <p>The total area of the main building is 13876 m<sup>2</sup> consisting of 54 classrooms. The classrooms range in size and have access to natural light.</p> <p>In 2018, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Mechanical: requires upgrades (some space temperature controls require repair or replacement; life-cycle issues are soon to be an issue)</li> <li>▪ Electrical: systems require upgrading (review and replace as required all life-cycle components)</li> </ul>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-1 John G. Diefenbaker High School</b>	
<b>Modernization</b>	
<p>Due to the age and condition of the building components, a modernization will improve functionality, security, safety and will upgrade building infrastructure. There is a need to modernize instructional spaces in order to enhance the learning environment. This modernization will focus on upgrading CTS space throughout the school, and will include partial upgrading of the building envelope, mechanical and electrical systems, and replacement of worn architectural finishes and fixtures.</p> <p>This project will include a library to Learning Commons conversion, bringing the school into alignment with 21<sup>st</sup> century learning. Additional project items include building and code upgrades (sprinkler system), hazardous material abatement and addressing all gender washrooms and barrier-free accessibility.</p> <p>The total project cost is estimated to be \$28,146,000.</p>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-2 Nickle School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Nickle School is located in southeast Calgary in the community of Lake Bonavista, which is an established community in the south planning sector.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Nickle School currently accommodates the Regular program for Grades 7-9 students living in Bonavista Downs and Lake Bonavista and students in Grades 5-9 from the community of Auburn Bay.</li> <li>▪ <b>System Classes</b> Nickle School currently accommodates Bridges and Learning and Literacy classes.</li> </ul> <p>The long-term student accommodation plan for Nickle School is to accommodate students from their home area and students residing in new and developing communities in either the south or southeast planning sector. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
<b>Facility Description</b>	
<p>The original school building was completed in 1970 with masonry and steel construction. The two additions were built in 1976 and 1985.</p> <p>The total area of the building is 6,951 m<sup>2</sup> consisting of 26 classrooms plus three portables for instruction. The classrooms range in size and have minimum access to natural light. The mechanical and electrical systems have exceeded their lifecycle expectancy and need upgrading or replacement.</p> <p>In 2018, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Replace parts of roof that have not already been replaced</li> <li>▪ Replace damaged caulking around perimeter</li> <li>▪ Incorporate barrier-free items where applicable (i.e., automatic door openers)</li> <li>▪ Mechanical features need upgrading (i.e., hot water tanks, exhaust fans, sprinklers)</li> <li>▪ Upgrade various electrical various components, i.e., lights, exit signs, etc.</li> </ul>	
<b>Modernization</b>	
<p>A scope for modernization improvements is required due to the age and condition of the building components. The modernization would replace some mechanical systems and damaged lockers, upgrade electrical system, finishes and millwork, reconfigure internal spaces, and renovate washrooms. The addition of mechanical control system and start/stop automation is recommended. Barrier-free accessibility, all gender washrooms, exiting and code upgrades (sprinkler system) would be addressed as well. The scope of this modernization strategy also includes upgrading all the interior program spaces, CTS upgrades, and a library to Learning Commons conversion. The total project cost is estimated to be \$14,595,000.</p>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-3 Ernest Morrow School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Ernest Morrow School is located in southeast Calgary in the community of Forest Heights which is an established community in the east planning sector.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Ernest Morrow School currently accommodates the regular program for Grades 6-9 students living in Applewood, Forest Heights, Forest Lawn, Penbrooke Meadows and the area north of 17 Ave. S.E. and east of 52 St. S.E.</li> <li>▪ <b>System Classes</b> Ernest Morrow School currently accommodates students in LEAD and Paced Learning Program classes.</li> </ul> <p>The long-term student accommodation plan for Ernest Morrow is to accommodate students from the home area in the regular program. This school has been identified as one that is required by the CBE to accommodate students into the future.</p>	
<b>Facility Description</b>	
<p>The single-storey building was originally constructed in two parts, linked via a corridor. The first part was constructed in 1964, the second in 1966, and the corridor in 1976. The foundation consists of slab-on-grade floors on strip footings. The superstructure comprises concrete block walls and suspended concrete floors over the gymnasium. The roof structure consists of glulam beams complete with a bituminous membrane (SBS) system. The building is clad in brick and pre-finished metal siding. Many classrooms have access to natural light. The total area of the building is 8,120m<sup>2</sup> consisting of 67 classrooms for instruction.</p> <p>In 2011, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (painting, roof maintenance, etc.)</li> <li>▪ Interior: requires upgrading (concrete floors in boiler room, barrier free features)</li> <li>▪ Mechanical: systems require upgrading (chimney, roof drains, dampers, exhaust fans, etc.)</li> <li>▪ Electrical: systems require upgrading (light fixtures, emergency lighting system)</li> </ul>	

<b>6.0</b>	<b>2019-2022 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-3 Ernest Morrow School</b>	
<b>Modernization</b>	
<p>The modernization will improve functionality, security and safety and will upgrade building infrastructure. The modernization includes upgrades of major mechanical and minor electrical systems and envelope upgrades (roof, windows and foundation repair). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion and CTS upgrades. This modernization will address acoustic, barrier-free accessibility issues and security concerns. Site circulation/parking issues need to be addressed to ensure safety of staff and students accessing the site.</p> <p>The total project cost is estimated to be \$16,679,000.</p>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-4 A.E. Cross School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>A.E. Cross School is located in southwest Calgary in the community of Glenbrook, which is an established community in the west planning sector.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> A.E. Cross School currently accommodates the Regular program for Grades 7-9 students living in Glenbrook, Glamorgan, Killarney, Glengarry, Lincoln Park, Richmond, CFB Lincoln Park/Garrison Green, and Rutland Park. Students residing in Signal Hill are also currently designated to A.E. Cross School for Grades 7-9.</li> <li>▪ <b>Spanish Bilingual</b> A.E. Cross accommodates Grades 7-9 students.</li> <li>▪ <b>System Classes</b> A.E. Cross School accommodates Paced Learning classes for Area 6 students.</li> <li>▪ <b>CBE Administration (Area 7)</b> A.E. Cross School also currently accommodates the Area 7 office.</li> </ul> <p>The long-term student accommodation plan for A.E. Cross School is to accommodate students from their home area and Grades 7-9 Spanish Bilingual students. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
<b>Facility Description</b>	
<p>The original building was built in 1961 with a major two-storey addition added in 1966. The building has a masonry and steel construction, wood-roof deck with masonry and curtain wall exterior. A modernization took place in 1983. The gross building area is 9,064 m<sup>2</sup> consisting of 36 classrooms, with the majority of the classrooms being slightly smaller than current standards. The provincial capacity of A.E. Cross School has been set at 878 student spaces. The gym, library, and administration space are typical size for a school of this capacity. The ancillary spaces are quite large compared to a classroom.</p> <p>The structure is considered to be in acceptable condition. Many of the classrooms have good natural lighting. Most of the building exterior is finished with low maintenance materials; however, the wood portions of the exterior are in need of maintenance. Floors are generally in acceptable condition with some needing repair/replacement.</p>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-4 A.E. Cross School</b>	
<b>Facility Description (cont'd)</b>	
<p>In 2015, Alberta Infrastructure evaluated school facilities through VFA (formerly RECAPP) and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: minor upgrades/repairs required (caulking, etc.)</li> <li>▪ Interior: requires upgrading (worn and aging finishes)</li> <li>▪ Mechanical: aging systems (50+years old) require replacement (HVAC system: steam boilers, ventilation, etc.)</li> <li>▪ Electrical: systems require upgrading (expand current circuit system)</li> </ul>	
<b>Modernization</b>	
<p>The modernization will address replacement of major mechanical systems and electrical upgrades to improve thermal comfort and energy efficiency, and provide additional power and data outlets to address technology needs. The scope will include replacement of old and worn finishes and fixtures (e.g., vinyl-asbestos-tile flooring, wood flooring, and lockers), door and hardware replacement, and washroom upgrades. The modernization will include select program space renovations, library to Learning Commons conversion, CTS upgrades, hazardous material abatement, and building code and accessibility upgrades. The proposed project will modernize the whole facility and enhance the teaching environment.</p> <p>The total project cost is estimated to be \$18,764,000.</p>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-5 Janet Johnstone School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Janet Johnstone School is located in southwest Calgary in the community of Shawnessy, which is in the south planning sector.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Janet Johnstone School currently accommodates kindergarten to Grade 4 students living in Shawnessy, Millrise and Shawnee Slopes.</li> <li>▪ <b>French Immersion</b> Janet Johnstone School accommodates kindergarten to Grade 4 French Immersion students from the communities of Evergreen, Millrise, Shawnee Slopes, Bridlewood, Shawnessy, Somerset and Silverado.</li> </ul> <p>The long-term student accommodation plan for Janet Johnstone School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
<b>Facility Description</b>	
<p>The one-storey building with a mezzanine was constructed in 1982 with a steel frame on a concrete foundation. The total area of the building is 3203.5 m<sup>2</sup> consisting of 12 core classrooms and 8 portable classrooms for instruction. The classrooms are slightly under current standards and have good natural light.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made this recommendation:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades and replacement (metal siding, joint sealers, doors, windows, roof, skylights etc.)</li> <li>▪ Interior: requires upgrading (paint, flooring, ceiling tiles, barrier free features, , replace room divider panels, lockers, toilet partitions, white boards and tack boards, millwork)</li> <li>▪ Mechanical: systems require upgrading (controls system, fixtures, valves, replace hot water heater, boilers, HVAC upgrade, exhaust fans, etc.)</li> <li>▪ Electrical: systems require upgrading (main electrical switchboard, circuit panels and motors, light fixtures, fire alarm panel, emergency lighting and life safety devices)</li> </ul>	
<b>Modernization</b>	
<p>The modernization would upgrade the entire mechanical and electrical systems as noted above in the facility description. The project would also upgrade building code deficiencies to add barrier-free accessibility, all gender washrooms and a library to Learning Commons conversion. The modernization includes replacement of worn architectural finishes, fixtures and millwork.</p> <p>The total project cost is estimated to be \$9,069,000.</p>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-6 Annie Foote School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Annie Foote School is located in northeast Calgary in the community of Temple, which is an established community in the northeast planning sector.</p> <ul style="list-style-type: none"> <li>Regular Program Annie Foote School currently accommodates kindergarten to Grade 6 students living in Temple. The school also accommodates kindergarten to Grade 6 students from the new and developing community of Skyview Ranch.</li> </ul> <p>The long-term student accommodation plan for Annie Foote School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
<b>Facility Description</b>	
<p>The single storey brick building was constructed in 1980 with a total gross floor area of 3904 m<sup>2</sup>. The Provincial capacity is 473 students from pre-school through Grade 6. There are 9 relocatable classrooms with a total area of 841.5 m<sup>2</sup>, located on the northwest side of the original building. Eight of those classrooms were installed in 1980, with the 2 blocks of 4 separated by an outdoor courtyard. The final relocatable classroom was attached to the north of the east wing later.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>Exterior: requires upgrades (replace wood soffit and windows, etc.)</li> <li>Interior: requires upgrading (painting, barrier free features, seal all fire separation penetrations, replace gym divider and damaged doors, white boards)</li> <li>Mechanical: systems require upgrading (controls system, replace water heater, condensing unit, air handling unit, etc.)</li> <li>Electrical: systems require upgrading (light fixtures, fire alarm panel, emergency lighting and life safety devices)</li> </ul>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-6 Annie Foote School</b>	
<b>Modernization</b>	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of major mechanical and minor electrical systems and envelope upgrades (roof, windows and foundation repair). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns. Site circulation/parking issues need to be addressed to ensure safety of staff and students accessing the site.</p> <p>The total project cost is estimated to be \$10,841,000.</p>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-7 Cedarbrae School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Cedarbrae School is located in southwest Calgary in the community of Cedarbrae, which is an established community in the south planning sector.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> - Cedarbrae School currently accommodates kindergarten to Grade 6 students living in Cedarbrae.</li> </ul> <p>The long-term student accommodation plan for Cedarbrae School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
<b>Facility Description</b>	
<p>The single-storey building was constructed in 1976 complete with concrete footings and foundational walls. The structure comprises slab-on-grade floors, steel frame with masonry columns, open web steel joist and metal roof deck.</p> <p>The original built-up-roof (BUR) roof was replaced with SBS roofing in 2011. The building is clad brick and stucco, pre-finished metal flashing, with cladding below windows. Many classrooms have access to natural light. The total area of the building is 2,852 m<sup>2</sup> consisting of 11 classrooms for instruction.</p> <p>In 2012, Alberta Infrastructure evaluated school facilities through RECAP and rated the overall condition of the facility as being in acceptable condition with the exception of the electrical systems which were marginal. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (replace windows, skylights, doors, roof access door, stucco/wood soffits and metal siding; seals around openings and control joints, fix water leaks in basement.</li> <li>▪ Interior: requires upgrading (finishes, millwork, window coverings refinish wood floor, replace folding/accordion partition doors, white/tack boards, toilet partitions, acoustic wall panels)</li> <li>▪ Mechanical: requires upgrading (replace control valves, DHW tank+pumps, fixtures, boilers, chimney, condensing unit, AHU, HW distribution system, fans, humidifiers, fin tube radiation system, and controls system.</li> <li>▪ Electrical: systems require upgrading (light fixtures, Main MDP &amp; breaker panel boards, motor controls, speaker system, security system including panel).</li> </ul>	
<b>Modernization</b>	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work. Code upgrades will be included in the modernization.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$8,132,000.</p>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-8 Altadore School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Altadore School is located in southwest Calgary in the community of Altadore which is in the inner city in the Centre planning sector.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> - Altadore School currently accommodates the Regular program for kindergarten to Grade 6 students living in Altadore and Garrison Woods.</li> </ul> <p>The long-term student accommodation plan for Altadore School is to accommodate students from Altadore and Garrison Woods. Garrison Woods was part of the Canada Lands redevelopment of the old Canadian Forces Base (CFB). This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that enrolment will be at or near capacity.</p>	
<b>Facility Description</b>	
<p>The one-storey building was constructed in 1952 with a wood frame on a concrete foundation. The school was renovated in 2002 with new exterior cladding, windows, doors, skylights and roof. A barrier-free washroom was provided in 2002; however, the remainder of the school requires barrier-free renovations. The total area of the building is 2,737 m<sup>2</sup> consisting of 15 classrooms for instruction. Most of the classrooms are similar to current standards and have good natural light.</p> <p>In 2010, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made this recommendation:</p> <p>Mechanical: systems require upgrading (hot water tanks, boiler, ventilators, etc.)</p>	
<b>Modernization</b>	
<p>The modernization would upgrade the entire mechanical systems: replace hot water tanks, steam boilers, breeching, steam piping, controls, exhaust fans, radiation system, and unit ventilators. Electrical upgrades would consist of cabling and electrical wiring upgrades. The project would also upgrade building code deficiencies (including sprinkler systems) with full barrier-free accessibility, and a library to Learning Commons conversion and all gender washrooms.</p> <p>The total project cost is estimated to be \$8,132,000.</p>	

<b>6.0</b>	<b>2020-2023 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-9 Ranchlands School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Ranchlands School is located in northwest Calgary in the community of Ranchlands, which is an established community in the northwest planning sector.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Ranchlands School currently accommodates kindergarten to Grade 6 students living in Ranchlands. The school is also a bus receiver school for students living in the new and developing community of Sherwood.</li> <li>▪ <b>Complex Learning Classes</b> Ranchlands School accommodates PLP (Paced Learning Program) classes. PLP classes are classes for students in Grades 4-12 who have been identified with mild or moderate cognitive (intellectual) development disabilities.</li> </ul> <p>The long-term student accommodation plan for Ranchlands School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
<b>Facility Description</b>	
<p>The permanent 2-storey building was constructed in 1980. Eight relocatables (4 two-storey blocks) were included as part of the original construction.</p> <p>The core building construction includes concrete footings and grade beams, load-bearing masonry perimeter and interior walls and open webbed steel joists and metal Q-deck. Boiler room is below-grade. The total area of the building is 4,285 m<sup>2</sup> consisting of 11 classrooms and 8 relocatable classrooms for instruction. Core floor area is 3,476 m<sup>2</sup> with a relocatable area of 809 m<sup>2</sup>.</p> <p>In 2013, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition. The evaluation made the following recommendations that would need to be addressed as the building passes its 35 year:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (envelope restoration, repoint mortar joints, replace metal siding, joint sealer, windows, doors, gutters &amp; downspouts, skylights.)</li> <li>▪ Interior: requires upgrading (replace folding partitions, flooring, acoustic panels, ceiling tiles, elevator and lift, white/tack boards, toilet partitions, paint walls, fire stop penetrations through walls, millwork , window coverings)</li> <li>▪ Mechanical: requires upgrades (replace fixtures, valves, DHW Heater, boilers, chimney, condensing and air distribution units, HW distribution unit, exhaust fans, finned tube radiation units, upgrade BAS controls)</li> <li>▪ Electrical: systems require upgrading (replace light fixtures, emergency/fire and security systems, switch and panel boards, motor controls, speaker system).</li> </ul>	

<b>6.0</b>	<b>2019-2022 SCHOOL CAPITAL PLAN</b>
	<b>Major Modernizations</b>
	<b>Priority M-9 Ranchlands School</b>
	<b>Modernization</b>
	<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues, code issues, all gender washrooms and security concerns.</p> <p>The total project cost is estimated to be \$12,197,000.</p>

<b>6.0</b>	<b>2019-2022 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-10 Queen Elizabeth School</b>	
<b>Current and Future Student Accommodation Plan</b>	
<p>Queen Elizabeth School is located in north central Calgary in the community of West Hillhurst, which is an established community in the Centre planning sector.</p> <ul style="list-style-type: none"> <li>▪ <b>Regular Program</b> Queen Elizabeth School currently accommodates kindergarten to Grade 6 students living in West Hillhurst and a portion of Hillhurst.</li> </ul> <p>The long-term student accommodation plan for Queen Elizabeth School is to accommodate students in regular and/or alternative programs. This school has been identified as one that is required by the CBE to accommodate students into the future. It is anticipated that the school will operate at or near capacity.</p>	
<b>Facility Description</b>	
<p>The two-storey brick veneer building with partial basement was constructed in 1957. Structurally the building consists of poured concrete foundation walls, footings and slabs-on-grade, the crawl space &amp; basement walls consist of masonry block or concrete assembly. The second floor has a poured concrete floor supported by masonry block walls, concrete columns and steel columns. Structural reinforced concrete block walls support the roof assembly. Open web steel joists support wood decking over second floor classrooms and gymnasium. The total area of the building is 3,197 m<sup>2</sup> consisting of 15 classrooms for instruction.</p> <p>In 2009, Alberta Infrastructure evaluated school facilities through RECAPP and rated the overall condition of the facility as being in acceptable condition, except the electrical systems that are in marginal condition. The evaluation made the following recommendations:</p> <ul style="list-style-type: none"> <li>▪ Exterior: requires upgrades (replace metal siding, reseal all joints, seal exposed concrete, replace wood windows and shading devices, skylights, partial roof replacement, pave parking lot,)</li> <li>▪ Interior: requires upgrading (refinish wood doors, replace toilet partitions, worn stair surfaces, handrails, wall panelling and tile, flooring, acoustic panelling, and ceiling tiles, millwork, window coverings, elevator)</li> <li>▪ Mechanical: requires upgrades (replace fixtures, valves, steam boilers and entire steam distribution system, chimney, exhaust fans, gym HVAC unit, controls system)</li> <li>▪ Electrical: systems require upgrading (light fixtures and switches, panel boards, motor controls, branch wiring, emergency lighting, fire alarm and security system, speaker system).</li> </ul>	

<b>6.0</b>	<b>2019-2022 SCHOOL CAPITAL PLAN</b>
<b>Major Modernizations</b>	
<b>Priority M-10 Queen Elizabeth School</b>	
<b>Modernization</b>	
<p>The modernization will improve functionality, security, safety and will upgrade building infrastructure. The modernization includes upgrades of mechanical and electrical systems and envelope upgrades (windows, doors and walls). All worn finishes (flooring, ceilings, and paint) and worn fixtures will be replaced. Washroom upgrades and millwork replacement are part of the work.</p> <p>Instructional space upgrades are part of the modernization including a library to Learning Commons conversion. This modernization will address acoustic, barrier-free accessibility issues including an elevator, all gender washroom and security concerns and code upgrades (including a sprinkler system).</p> <p>The total project cost is estimated to be \$9,069,000.</p>	

## Capacity and Utilization

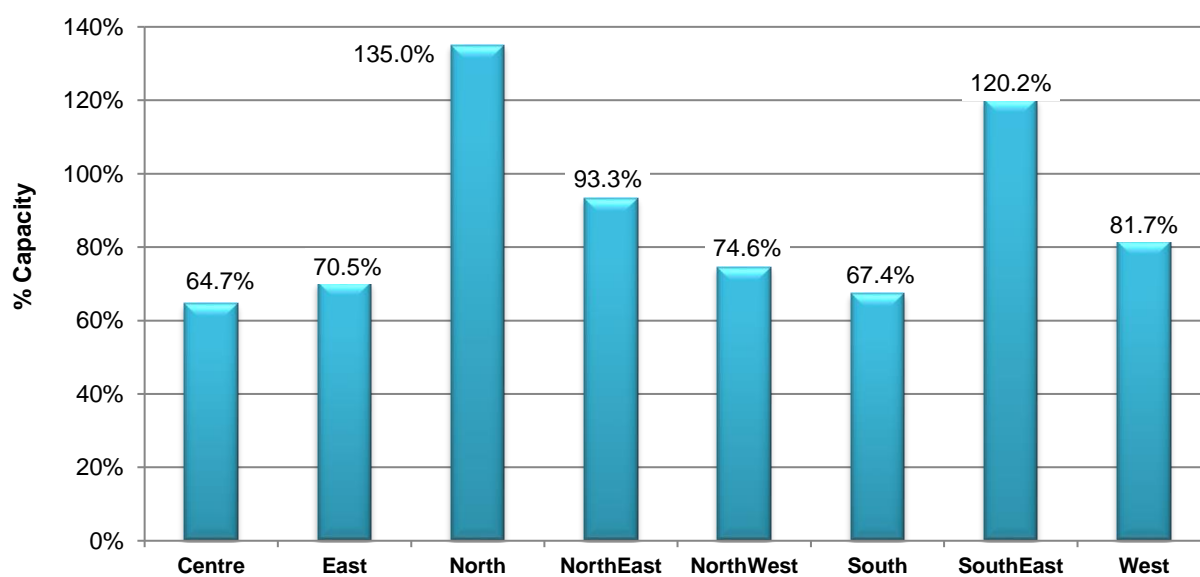
Table 1: Capacity by Residence for K-GR9 (%)

K-GR9 Students by Residence 2019-20			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	9,470	14,640	64.7%
East	4,266	6,055	70.5%
North	14,238	10,548	135.0%
NorthEast	17,492	18,740	93.3%
NorthWest	14,025	18,800	74.6%
South	16,445	24,394	67.4%
SouthEast	11,096	9,231	120.2%
West	9,373	11,466	81.7%
<b>Total</b>	<b>96,405</b>	<b>113,874</b>	<b>84.7%</b>

**Notes:**

- Student numbers are based on ArcView data as at September 30, 2019 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 7**

### Planning Sector Utilization Rates by Residence K-GR9

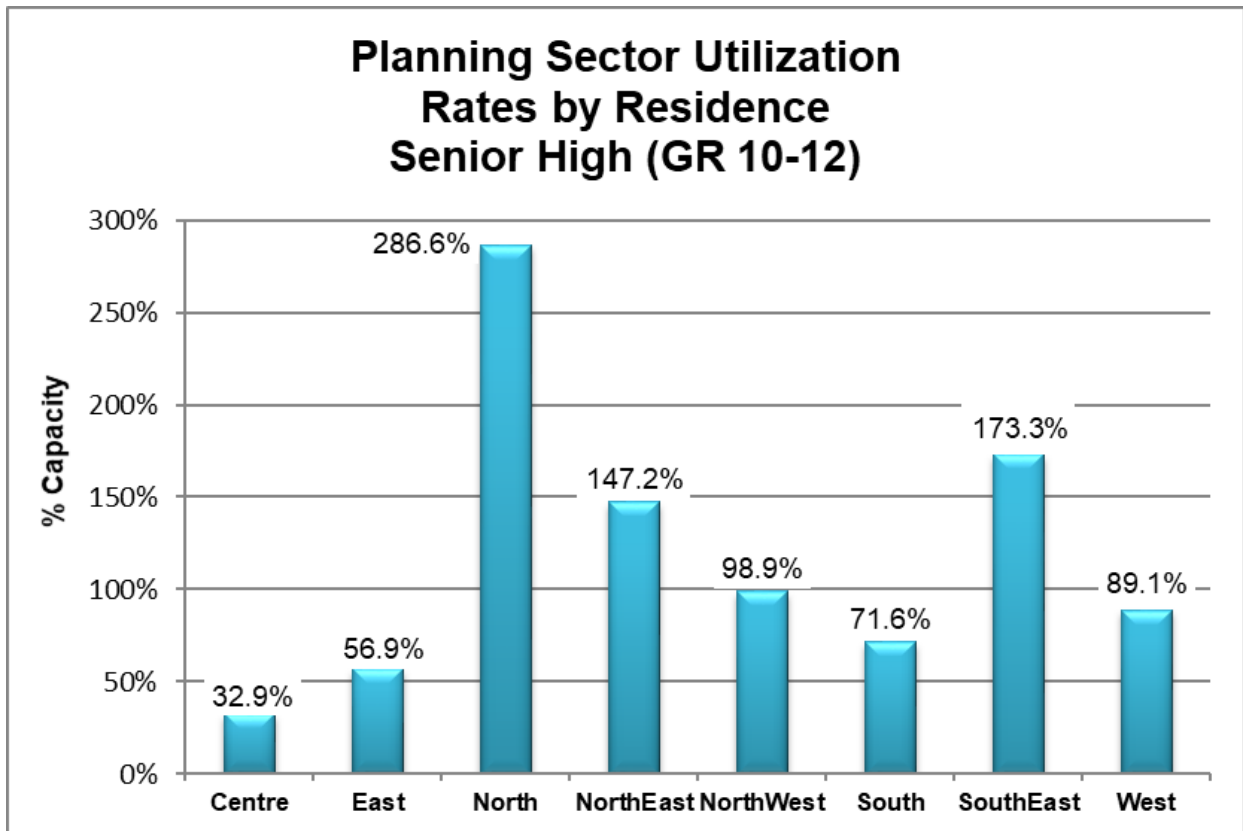


**Table 2: Capacity by Residence for Senior High (%)**

Senior High (GR10-12) Students by Residence 2019-2020			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	3,025	9,183	32.9%
East	1,468	2,580	56.9%
North	4,307	1,503	286.6%
NorthEast	5,201	3,534	147.2%
NorthWest	5,172	5,232	98.9%
South	5,511	7,694	71.6%
SouthEast	3,139	1,811	173.3%
West	3,320	3,727	89.1%
<b>Total</b>	<b>31,143</b>	<b>35,264</b>	<b>88.3%</b>

**Notes:**

- Student numbers are based on ArcView data as at September 30, 2019
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)
- Under-utilized and over-utilized are shown on **Map 8**

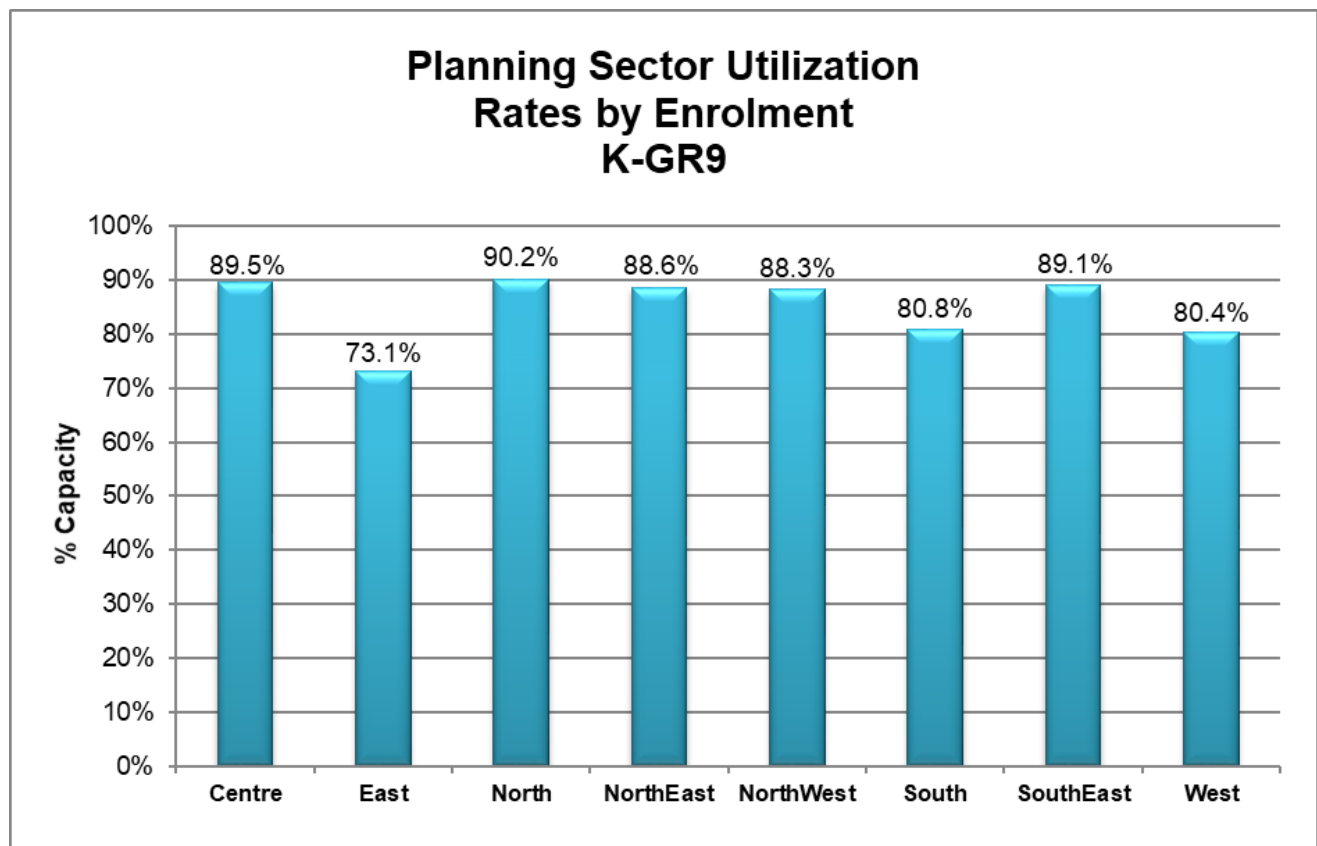


**Table 3: Capacity by Enrolment for K-GR9 (%)**

K-GR9 Students by Enrolment 2019-2020			
Planning Sector	Elementary/Junior High Students	Elementary/Junior High Capacity	% Utilization
Centre	13,105	14,640	89.5%
East	4,424	6,055	73.1%
North	9,516	10,548	90.2%
NorthEast	16,612	18,740	88.6%
NorthWest	16,592	18,800	88.3%
South	19,700	24,394	80.8%
SouthEast	8,223	9,231	89.1%
West	9,223	11,466	80.4%
<b>Total</b>	<b>97,395</b>	<b>113,874</b>	<b>85.5%</b>

**Notes:**

- Student numbers are based on ArcView data as at September 30, 2019 (K@FTE to Grade 9)
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)

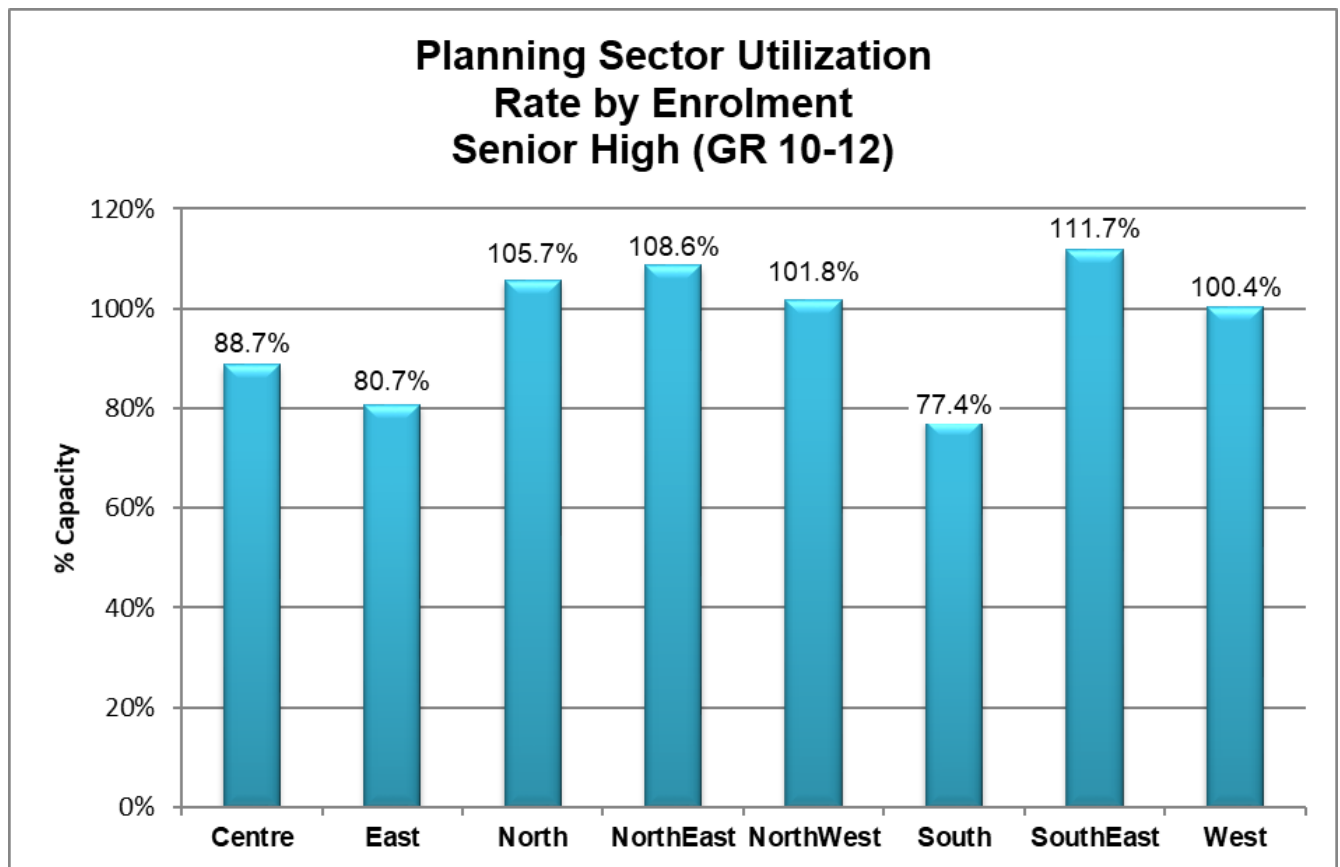


**Table 4: Capacity by Enrolment for Senior High (%)**

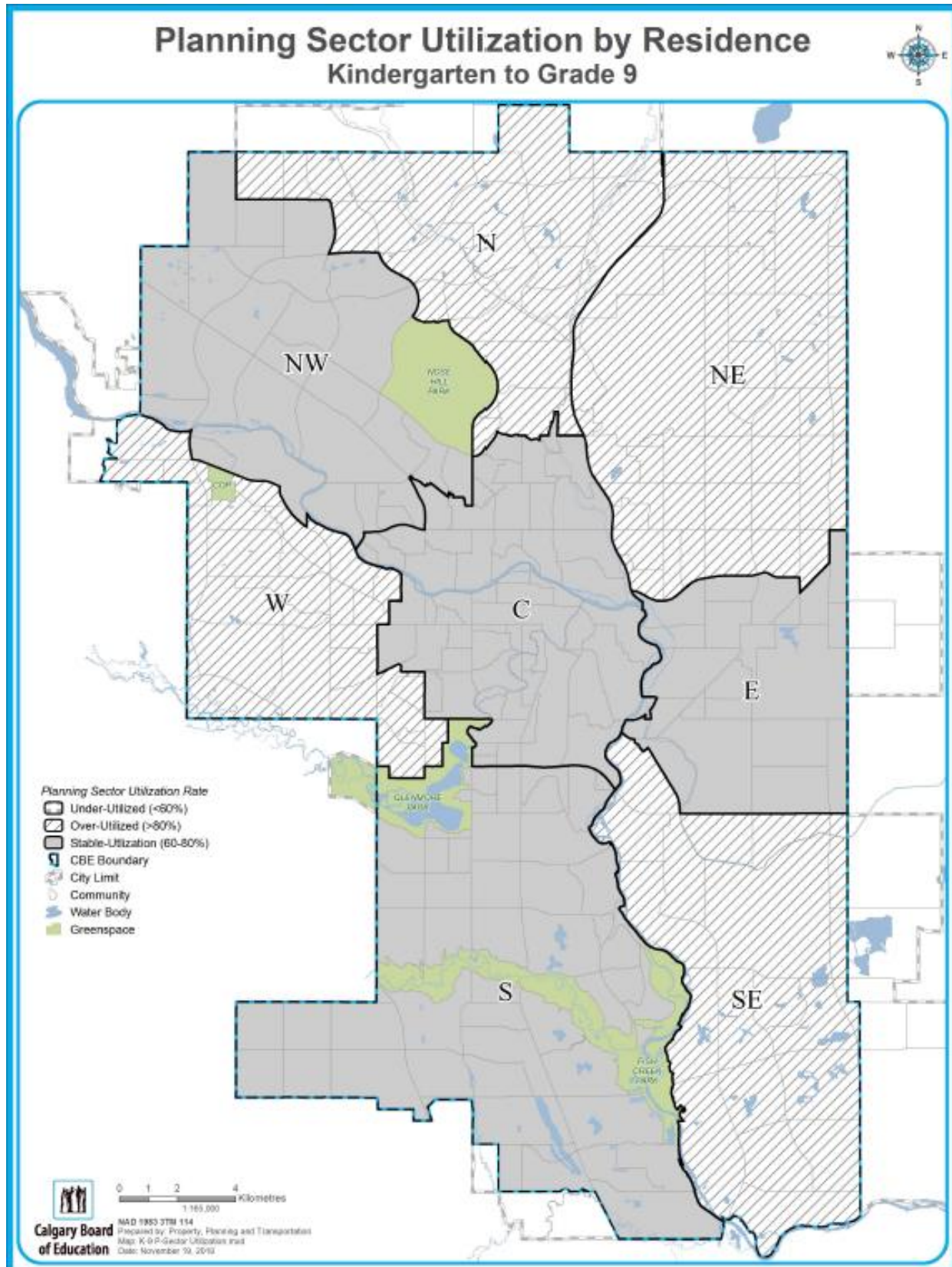
Senior High (GR10-12) Students by Enrolment 2019-2020			
Planning Sector	Senior High Students	Senior High Capacity	% Utilization
Centre	8,148	9,183	88.7%
East	2,083	2,580	80.7%
North	1,588	1,503	105.7%
NorthEast	3,838	3,534	108.6%
NorthWest	5,325	5,232	101.8%
South	5,955	7,694	77.4%
SouthEast	2,023	1,811	111.7%
West	3,743	3,727	100.4%
<b>Total</b>	<b>32,703</b>	<b>35,264</b>	<b>92.7%</b>

**Notes:**

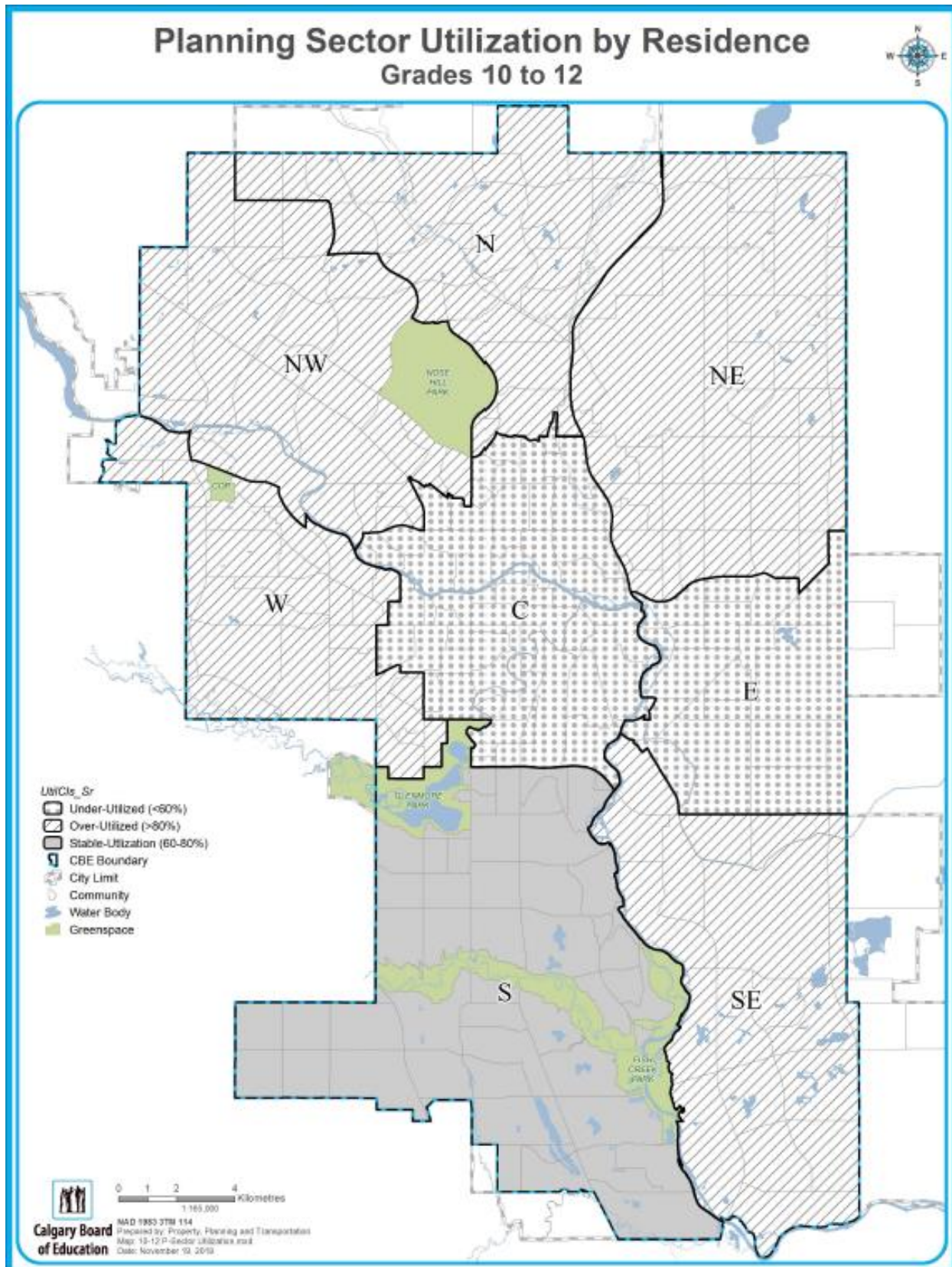
- Student numbers are based on ArcView data as at September 30, 2019
- Capacity as per Alberta Infrastructure's Utilization Formula (assuming exemptions)



Map 7



Map 8



APPENDIX II				
Modernization Information				
Rank	Modernization	Points	Planning Sector	Grade
1	John G. Diefenbaker High School	78	North	10-12
2	Nickle School	59	South	5-9
3	Ernest Morrow School	53	East	6-9
4	A.E. Cross School	51	West	7-9
5	Janet Johnstone School	46	South	K-4
6	Annie Foote School	40	Northeast	K-6
7	Cedarbrae School	47	South	K-6
8	Altadore School	43	Centre	K-6
9	Ranchlands School	44	Northwest	K-6
10	Queen Elizabeth School	38	Centre	K-6

**Major Modernization Ranking Points  
2021-2024 Capital Submission**

School	Programming Requirements	5 Year Projected Enrolment	Quality of Site to Serve Students	Ability to Upgrade	Facility Maintenance Based on RECAPP adjusted for time	Total Points
John G. Diefenbaker High School	35	10	4	9	20	78
Nickle School	10	10	7	12	20	59
Ernest Morrow School	10	10	3	10	20	53
A.E. Cross School	10	6	6	9	20	51
Janet Johnstone School	-	10	4	12	20	46
Annie Foote School	-	10	4	11	15	40
Cedarbrae School	-	10	4	13	20	47
Altadore School	-	10	4	9	20	43
Ranchlands School	-	10	3	11	20	44
Queen Elizabeth School	-	10	6	7	15	38

## MAJOR MODERNIZATION RANKING CRITERIA

<b>Programming requirements (maximum number of points = 35)</b>		<b>Points</b>
Superintendent's Team to identify and prioritize modernization projects that are required to meet CBE system programming priorities		35
<b>5 Year projected enrolment (maximum number of points = 10)</b>		
Projected utilization is less than 79%		0
Projected utilization is between 80 to 84%		2
Projected utilization is between 85 to 89%		4
Projected utilization is between 90 to 94%		6
Projected utilization is between 95 to 99%		8
Projected utilization is greater than 100%		10
<b>Quality of site location to serve students (maximum number of points = 10)</b>		
Usable frontages		2
Site location		2
Site constraint factors		2
Grand-fathered clauses		2
Ability to adjust/reconfigure site		2
<u>Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</u>		
<b>Ability to upgrade in terms of teaching environment and minimizing costs (maximum number of points = 20)</b>		
Structural characteristics - post tension slabs		2
Barrier free accessibility (e.g. # of levels, space for washrooms, ramps and elevators)		2
Services available - age, capacity		2
Mechanical systems - age, capacity		2
Electrical systems - age, capacity		2
Sprinkler system required (size of water lines)		2
Washroom count - capacity cap		2
Program space - (e.g. size of classrooms, CTS spaces)		2
Parking (bylaw compliant) - ability to expand		2
Hazardous material-abatement		2
<u>Ranking Range for this category: 0 (difficult to upgrade) to 2 (very easy to upgrade)</u>		
<b>Facility Maintenance based on Provincial RECAPP (maximum number of points = 25)</b>		
Excellent		5
Very Good		10
Good		15
Fair		20
Poor		25
<u>Note: the higher the number, the poorer the facility</u>		

## Community Ranking for New Schools

Rank	Community	Points	Planning Sector	Grade
1	Evanston Elementary <sup>(2)</sup>	1780	N	K-4
2	Saddle Ridge <sup>(2)^</sup>	1765	NE	5-9
3	Evanston Middle	1675	N	5-9
4	Sage Hill Elementary	1335	N	K-4
5	Nolan Hill Elementary	1162	N	K-4
6	Sherwood/Nolan Hill Middle	1160	N	5-9
7	Kincora Elementary	976	N	K-4
8	Walden Elementary	945	S	K-4
9	Redstone Elementary	931	NE	K-4
10	Country Hills/Harvest Hills Elementary**	923	N	K-4
11	Cougar Ridge Elementary	859	W	K-4
12	Mahogany Middle	834	SE	5-9
13	Aspen Woods Middle <sup>^</sup>	804	W	5-9
14	Cityscape/Redstone Middle	802	NE	5-9
15	Sherwood Elementary	742	N	K-4
16	Valley Ridge/Crestmont Elementary	695	W	K-4
17	Signal Hill Middle	674	W	5-9
18	Sage Hill Middle	618	N	5-9
19	Country Hills/Harvest Hills Middle**	605	N	5-9
20	Legacy Middle	371	S	5-9
21	Livingston Elementary	304	N	K-4

## Notes:

- <sup>(2)</sup> Indicates second school of that type.
- <sup>^</sup> Site not ready, but anticipated to be in 2-3 years.
- \*\* Combined Country Hills/Harvest Hills into K-9 grade configuration.  
(Communities under consideration for a K-GR9 school are assessed through both the K-GR4 and GR5-9 point assessment process. The priority order is determined by the highest number of points in either of these two categories not by the combined number of points).
- Only communities where their school site is ready or anticipated to be ready in the next 2-3 years (<sup>^</sup>) for building construction have been included in the ranking analysis.
- Projects that have received Design funding are not be assessed through the points ranking criteria and will be retained at the top of the next year's list.

## K-GR4 Statistics 2021-2024 Capital Submission

	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			
Community	2019 Total Pre-school Census	Elementary (K-GR4) Enrolment	Projected Population Growth by Sector (%)	Ratio of K- GR4 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)	More than one Bus Receiver within two school years	Existing K-GR4 School Awarded in Phases or Design Only School Approved
North Planning Sector								
Country Hills / Harvest Hills	584	269	25	8	18	11	no	no
*Evanston <sup>(2)</sup>	*1362	*348	25	18	nbr	nbr	no	no
Kincora	583	323	25	14	13	6	no	no
Livingston	154	50	25	10	27	12	no	no
Nolan Hill	817	275	25	12	16	9	no	no
Sage Hill	892	323	25	12	17	9	yes	no
Sherwood	449	223	25	11	16	8	no	no
Northeast Planning Sector								
Redstone	528	253	25	17	22	14	yes	no
South Planning Sector								
Walden	593	252	20	12	11	6	yes	no
Southeast Planning Sector								
-	-	-	-	-	-	-	-	-
West Planning Sector								
Cougar Ridge	522	307	4	14	8	2	no	no
Valley Ridge/Crestmont	473	192	4	9	16	6	no	no

Notes:

1. Pre-school Census is the "Total" number of pre-school children 2014-2018. (Statistics from the City of Calgary "Pre-School Children 2019").
2. <sup>(2)</sup> indicates second school of that type in the community. For communities that already have an elementary school, their current provincial capacity is deducted from their Pre-School and K-GR4 enrolments.
3. Housing Units information from The City of Calgary "2019 Civic Census".
4. Median Travel Time – "nbr" no bus receiver for that community.
5. More than one bus receiver school required for established grade configuration within two school years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)  
(Busing and Travel Time information as per Transportation Services)
6. Only communities where their school site is ready or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.

\*Evanston<sup>(2)</sup> – deducted 589 (current provincial capacity) from pre-school (1951-589=1362) total & K-GR4 (937-589=348) total, as it would be their second elementary.

## K-GR4 Ranking Points 2021-2024 Capital Submission

	Community Growth Profile (points)			Busing and Travel Time (points)			
Community	2019 Total Pre-school Census	Elementary (K-GR4) Enrolment	Projected Population Growth / K-GR4 Enrolment to Housing Units	Median Travel Time / Direct Distance Travelled	More than one Bus Receiver within two school years	Existing K-GR4 School Awarded in Phases or Design Only School Approved	Total Points
<b>North Planning Sector</b>							
Country Hills/Harvest Hills	584	269	50	20	0	0	923
*Evanston <sup>(2)</sup>	1362	348	70	0	0	0	1780
Kincora	583	323	60	10	0	0	976
Livingston	154	50	60	40	0	0	304
Nolan Hill	817	275	60	10	0	0	1162
Sage Hill	892	323	60	10	50	0	1335
Sherwood	449	223	60	10	0	0	742
<b>Northeast Planning Sector</b>							
Redstone	528	253	70	30	50	0	931
<b>South Planning Sector</b>							
Walden	593	252	50	0	50	0	945
<b>Southeast Planning Sector</b>							
-	-	-	-	-	-	-	-
<b>West Planning Sector</b>							
Cougar Ridge	522	307	30	0	0	0	859
Valley Ridge/Crestmont	473	192	20	10	0	0	695

Notes:

- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
- Pre-school Census includes "Total" number of pre-school children 2014-2018. (Statistics from the City of Calgary "Pre-School Children 2019").
- <sup>(2)</sup> indicates second school of that type in the community. For communities that already have an elementary school, their current provincial capacity is deducted from their Pre-School and K-GR4 enrolments.
- Bus Receivers – More than one bus receiver school required for established grade configuration within two school years (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
- Only communities where their school site is ready or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.

\*Evanston<sup>(2)</sup> – deducted 589 (current provincial capacity) from pre-school (1951-589=1362) total & K-GR4 (937-589=348) total, as it would be their second elementary.

## Middle/Junior (Grades 5-9) Statistics 2021-2024 Capital Submission

Community	Community Growth Profile (statistics)				Busing and Travel Time (statistics)			Accommodation Plan	
	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth by Sector (%)	Ratio of GR5-9 CBE Enrolment to # of Housing Units in Community (%)	Median Travel Time (minutes)	Direct Distance Travelled (km's)	More than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points
<b>North Planning Sector</b>									
Country Hills/ Harvest Hills	269	276	25	7	16	7	no	no	no
Evanston	937	608	25	11	19	12	no	yes	no
Sage Hill	323	215	25	8	20	12	no	no	no
Sherwood/Nolan Hill	498	572	25	13	27	9	no	no	no
<b>Northeast Planning Sector</b>									
Cityscape/Redstone	429	283	25	13	22	12	no	no	no
*Saddle Ridge <sup>(2)^</sup>	1323	262	25	22	8	3	yes	yes	no
<b>South Planning Sector</b>									
Legacy	182	119	20	5	24	11	no	no	no
<b>Southeast Planning Sector</b>									
Mahogany	410	284	23	7	27	15	no	yes	no
<b>West Planning Sector</b>									
Aspen Woods <sup>^</sup>	383	331	4	11	15	5	no	yes	no
Signal Hill	415	179	4	8	18	4	no	yes	no

**Notes:**

- Housing information from The City of Calgary "2019 Civic Census".
- <sup>(2)</sup> indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their GR5-9 enrolments.
- <sup>^</sup> Site not ready, but anticipated to be in 2-3 years.
- Bus Receivers – More than one bus receiver school required for established grade configuration within two years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
- Only communities where their school site is ready or anticipated to be ready in the next 2-3 years (<sup>^</sup>) for building construction have been included in the ranking analysis.

\***Saddle Ridge<sup>(2)</sup>** – deducted 957 (current provincial capacity) from GR5-9 (1219-957=262) total, as it would be their second middle.

## Middle/Junior (Grades 5-9) Ranking Points 2021-2024 Capital Submission

	Community Growth Profile (points)			Busing and Travel Time (points)		Accommodation Plan (points)		
Community	Elementary (K-GR4) Enrolment	Middle (GR 5-9) Enrolment	Projected Population Growth / GR5-9 Enrolment to Housing Units	Median Travel Time / Direct Distance Travelled	Greater than one Bus Receiver within two school years	Existing K-GR4 or Design Only School Approved or in Existence	Greater Than Two Transition Points	Total Points
North Planning Sector								
Country Hills/ Harvest Hills	269	276	50	10	0	0	0	605
Evanston	937	608	60	20	0	50	0	1675
Sage Hill	323	215	50	30	0	0	0	618
Sherwood/Nolan Hill	498	572	60	30	0	0	0	1160
Northeast Planning Sector								
Cityscape/Redstone	429	283	60	30	0	0	0	802
*Saddle Ridge <sup>(2)</sup> ^	1323	262	80	0	50	50	0	1765
South Planning Sector								
Legacy	182	119	40	30	0	0	0	371
Southeast Planning Sector								
Mahogany	410	284	40	50	0	50	0	834
West Planning Sector								
Aspen Woods^	383	331	30	10	0	50	0	804
Signal Hill	415	179	20	10	0	50	0	674

Notes:

- 0 points in Community Growth Profile = 0 points in Busing and Travel Time.
- <sup>(2)</sup> indicates second school of that type in the community. For communities that already have a middle school, their current provincial capacity is deducted from their GR5-9 enrolments.
- ^ Site not ready, but anticipated to be in 2-3 years.
- Bus Receivers – More than one bus receiver school required for established grade configuration within two school years. (examples include, but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9).
- Only communities where their school site is ready or anticipated to be ready in the next 2-3 years (^) for building construction have been included in the ranking analysis.

\*Saddle Ridge<sup>(2)</sup> – deducted 957 (current provincial capacity) from GR5-9 (1219-957=262) total, as it would be their second middle.

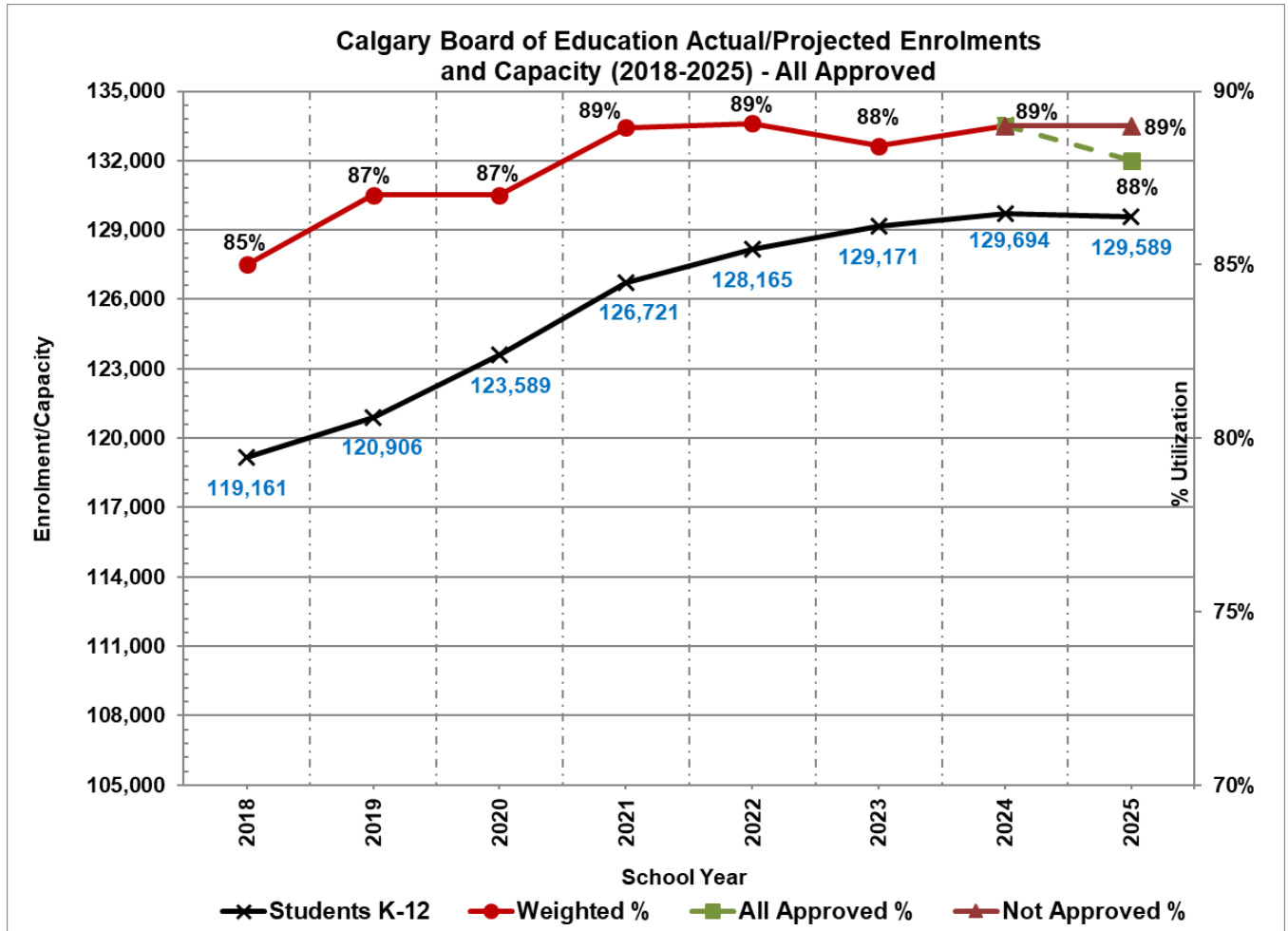
## CBE Point Assignments

Kindergarten - Grade 4						
Pre-school Census (Age 1-5)						
Pre-school Census (Age 1-5)*				Actual Value		
* Prepared by the City of Calgary annually						
Current K-GR4 Enrolment						
Current K-GR4 Enrolment - September 30, 2019 enrolment				Actual Value		
Projected Population / Ratio of Enrolment to Housing Units						
Ratio of K-GR4 Enrolment to # of Housing Units in Community (%)						
(September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
Projected 5 Year Sector Population Growth (%)**						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
** Based on City of Calgary Suburban Residential Growth (Prepared Annually)						
Median Travel Time / Distance Travelled						
Distance Travelled (km's)*						
	≤9	10 to 14	15 to 19	20 to 24	≥25	
Median Travel Time						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
* Distance travelled calculated using ARCGIS to determine "centre" of the community to bus receiver school						
Other Considerations:						
Bus Receiver - Elementary						
More than one bus receiver school required for established grade configuration within two school years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)					50 points	
Existing K-GR4 School or Design Only School approved or in existence					50 points	
Notes:						
1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.						
2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

## CBE Point Assignments

Middle (Grade 5-9)						
<b>K-GR4 Enrolment</b>						
Current K-GR4 Enrolment - September 30, 2019 enrolment					Actual Value	
<b>GR5-9 Enrolment</b>						
Current GR5-9 Enrolment - September 30, 2019 enrolment					Actual Value	
<b>Projected Population / Ratio of Enrolment to Housing Units</b>						
Ratio of GR5-9 Enrolment to # of Housing Units in Community (%) (September 30th of each year)						
	≤4%	5 to 9%	10 to 14%	15 to 19%	20 to 24%	≥25 %
<b>Projected 5 Year Sector Population Growth (%)*</b>						
Less than 5%	10 points	20 points	30 points	40 points	50 points	60 points
5 to 14%	20 points	30 points	40 points	50 points	60 points	70 points
15 to 24%	30 points	40 points	50 points	60 points	70 points	80 points
Greater than 25 %	40 points	50 points	60 points	70 points	80 points	90 points
<i>* Based on City of Calgary Suburban Residential Growth (Prepared Annually)</i>						
<b>Median Travel Time / Distance Travelled</b>						
	Distance Travelled (km's)**					
	≤9	10 to 14	15 to 19	20 to 24	≥25	
<b>Median Travel Time</b>						
15-19 minutes	10 points	20 points	30 points	40 points	50 points	
20-24 minutes	20 points	30 points	40 points	50 points	60 points	
25-29 minutes	30 points	40 points	50 points	60 points	70 points	
30-34 minutes	40 points	50 points	60 points	70 points	80 points	
35-39 minutes	50 points	60 points	70 points	80 points	90 points	
≥40 minutes	60 points	70 points	80 points	90 points	100 points	
<i>** Distance travelled calculated using GIS to determine "centre" of the community to bus receiver school</i>						
<b>Other Considerations:</b>						
Bus Receiver More than one bus receiver school required for established grade configuration within two years (examples include but are not limited to K-GR4 and GR5-9 or K-GR6 and GR7-9)					50 points	
Existing K-GR4 School or Design Only School approved or in existence					50 points	
Greater than 2 Transition Points (K-GR9)					50 points	
Notes: 1. If a community already has a school or a design only school, the capacity of the school will be subtracted from the number of students enrolled in the CBE.  2. When there is a design only school in a community, an exception to the standard ranking methodology will be made.						

## CBE System Utilization



## Glossary of Terms and Definitions

### CBE Definitions

<b>Additions/Expansions:</b>	Changes the gross area of building
<b>CTS:</b>	Career and Technology Studies
<b>K@FTE</b>	Kindergarten students are counted as Full Time Equivalent (FTE). For example, 100 kindergarten students are counted as 50 students, their Full Time Equivalent, as they are only in school for half a day.
<b>Modernization:</b>	Supports modernization of a building
<b>Provincial Net Capacity:</b>	Determined by dividing the total instructional area by an area per student grid based on their grade configuration (as per Alberta Education/Alberta Infrastructure's School Capital Manual), plus CTS, gym and library space.
<b>RECAPP:</b>	Renewal Capital Asset Planning Process
<b>VFA:</b>	The name of the software used by Alberta Infrastructure for facility assessments
<b>School Community</b>	Attendance Area Boundary

### CBE Formulas

<b>Utilization Rate</b>	= $\frac{\text{Weighted enrolment [K@FTE + enrolment + (Special Ed. } \times 3)]}{\text{Provincial capacity (student spaces)}}$
<b>Weighted Enrolment</b>	= (Total kindergarten divided by 2 [K@FTE]) + Grades 1-12 enrolment + (Special Education at 3:1)

### Alberta Education/Alberta Infrastructure School Capital Manual Definitions

<b>Area Capacity and Utilization Report</b>	A report from Infrastructure that provides total capacity and utilization rates for a jurisdiction and its school facilities.
<b>Barrier-Free</b>	The <i>Alberta Building Code</i> defines the requirements to ensure that a school facility can accommodate people with special needs.
<b>Capacity</b>	The capacity of a new school and the method by which it is established as approved by Alberta Infrastructure. Records of capacity for all Alberta schools are maintained by Infrastructure and reflect the capacity established at the time of construction, minus any exclusions or exemptions subsequently approved by Infrastructure.
<b>Capital Funding</b>	Funding provided to school jurisdictions for school building projects in accordance with Alberta Education's approved budget schedule.
<b>Code Requirements</b>	The minimum requirements for construction defined by the <i>Alberta Building Code</i> and those standards referenced in the <i>Code</i> .
<b>Core School</b>	A school building that is constructed with a permanent core and can be expanded or contracted by the addition or removal of modular classrooms.

<b>Facilities Plan</b>	A general or broad plan for facilities and facility development within a school jurisdiction.
<b>Facility Evaluation</b>	Assessment of facility characteristics, which includes site, architectural and engineering components, maintenance planning, safety, space adequacy and environment protection, to determine the ability of the building to accommodate current and future needs.
<b>Full-time Equivalent Occupancy</b>	Is used as a measurement of space utilization. Enrolment is calculated on the number of student spaces occupied throughout the school day. Part time student use is expressed in terms of full-time equivalent students (FTEs).
<b>Furniture &amp; Equipment</b>	Includes basic furnishings such as desks, seating, storage cabinets, tables and fixtures that are normally provided under a contract separate from the general construction contract.
<b>Infrastructure Maintenance and Renewal (IMR) program</b>	Provides funding to (a) replace building and site components which have failed and pose health and safety problems for students and staff, (b) extend the useful life of school facilities and sites and (c) maintain the quality of the school environment.
<b>Instructional Area</b>	Those areas of a school building that are designated for purposes of instruction, examinations and other student activities where direct or indirect student-teacher interaction is maintained or scheduled. Also included are storage areas considered directly related to various instructional areas (i.e. gym storage, drama storage and science preparation areas).
<b>Inventory of Space</b>	A listing of a school jurisdiction's owned or leased facilities, which include facility area and usage.
<b>Life Cycle Costing</b>	Process that examines all costs associated with a facility project for the extent of its lifetime.
<b>Modernization Project</b>	The restoration of an entire or a portion of a school facility to improve its functional adequacy and suitability for present and future educational programs.
<b>Modular Classroom</b>	Prototypical portable classroom units built at a central location and transported to schools across Alberta. These units are based on specifications that ensure significantly improved heating and ventilation, soundproofing, resistance to mould, cost of serviceability and several other factors that differentiate them from the older portables that are also part of schools across the province.
<b>New Capacity</b>	In the event that a new construction project adjusts the capacity rating, a new capacity will be incorporated to reconcile the school jurisdiction's total capacity one year after the date of Ministerial approval of the tender or alternate to tender scheme of construction.
<b>Right-Sizing</b>	Reduction in capacity of an existing school to provide a more efficient use of the facility due to declining enrolments.
<b>School Building Project</b>	Means (i) the purchase, erection, relocation, renovation, furnishing or quipping of, (ii) making of structural changes in, (iii) the addition to or extension of a school building, or (iv) the building of access roads or site preparation for a school building.

**Site Development**

Provision of utility services, access, location of buildings, playfields and landscaping.

**Utilization Ratio**

The ratio determined by dividing a jurisdiction's total FTE student enrolment by its net capacity.

## report to Board of Trustees

## 2020 Alberta School Boards Association (ASBA) Edwin Parr Teacher Nominee

Date	March 3, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Christopher Usih Chief Superintendent of Schools
Purpose	Decision
Originator	Rob Armstrong, Superintendent, Human Resources
Governance Policy Reference	OE-4: Treatment of Employees
Resource Person(s)	Doug Swift, Consultant, Talent Management

### 1 | Recommendation

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It is recommended:

- THAT Suzanne Piechotta is the Calgary Board of Education nominee for the 2020 Alberta School Boards Association (ASBA) Edwin Parr Award.

### 2 | Issue

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Nominations for the ASBA Edwin Parr Award are required to be received by the ASBA Zone 5 Chair by March 16<sup>h</sup>, 2020.



### 3 | Background

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The Alberta School Boards Association provides for an annual presentation of the Edwin Parr Teacher Award in recognition of outstanding teaching performance by a beginning teacher. Each ASBA Zone selects one nominee as a Zone winner. Six Zone winners will be recognized at the ASBA Fall General Meeting to be held November 15 – 17, 2020. Nominations are open to any full or part-time first-year teacher.

Attachment I to this report outlines the history of this award and the criteria for nomination and ultimate selection of winners.

### 4 | Analysis

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A Calgary Board of Education selection committee was convened in February 2019 (Doug Swift – Chair, Education Director member – Christine Davies; Principal members – Katrin Lusignan (Dalhousie School), Ian Fero (Fish Creek School), Kevin Godfrey (Ernest Morrow School). During the month of January, school principals submitted nominations for recipients of the Edwin Parr Teacher Award to the Committee Chair. After reviewing all nominations, the Committee recommended Suzanne Piechotta as the Calgary Board of Education nominee for this award.

Ms. Piechotta is currently teaching Grade 10 ELA and Art at Robert Thirsk School. Ms. Piechotta graduated from the Alberta College of Art and Design with a Bachelor of Fine Arts degree in 2008 and a Bachelor of Education from the University of Calgary in 2019. She was hired in early May 2019 to the substitute roster.

This nomination is a testament to the exceptional teaching and learning environment that Ms. Piechotta has created for her learners. Her principal, Dr. Matt Christison, identifies her as an exceptional teacher who “demonstrates the maturity and skill of a seasoned teacher...”.

Ms. Piechotta is able to use her passion for Art to help students find a place where they can express themselves. She uses art to help them find inspiration and passion. Her love of art is obvious and she helps students to find artistic outlets for themselves as a way to build their self-esteem and confidence.

Ms. Piechotta is a creative and enthusiastic collaborator who works with her colleagues to provide excellent learning experiences for students. For example, in her Shakespeare unit she worked with her partner Social Studies teacher to develop a true Humanities project. Her students created Twitter feeds for a character in the play to help them understand character motivation. Another technique she employed was to encourage students to explore modern parental styles in contrast to the parenting style in Shakespearian time and have students reflect on how this related to their own lives.

It is important to note that Ms. Piechotta has shown a deep commitment to applying foundational knowledge about First Nations, Metis and Inuit ways of knowing in her classroom. As an example, she worked with students to create a Remembrance Day art display related to indigenous veterans. The art was displayed in a visual compass configuration to reinforce the importance of where the veterans came from. Students were able to connect their learning to the present day through this method. She is committed to incorporating authentic indigenous voice into her practice, and is always careful to check her own assumptions throughout her planning and teaching practice.

Ms. Piechotta is amazing at providing emotional support for students to help them build resiliency. She is not the type of teacher to parachute in and solve the problem, but rather she works with the student to help them develop the skills they need to be successful. Her priority is always to build the student's capacity so they feel like they can be successful. She has worked with many of our vulnerable students in building their self-advocacy skills so they are better able to articulate what they need. For example, she offered a special workshop for the PLP/ALP class during the semester break to have them create self-portraits. She shows a great aptitude for teaching diverse groups of students.

As the head coach of the Junior Girls High School Basketball team at Robert Thirsk High School, Ms. Piechotta demonstrates incredible holistic coaching skills. She works hard to ensure her team is inclusive. She works with all of the girls to create a team, and helps each athlete see their own place on the team. She never simply tells her players they are great, but shows them by challenging them and pushing them to improve and then giving them positive feedback. She uses a strength-based coaching style while also identifying areas for improvement.

Ms. Piechotta is an outstanding educator who is most worthy of the CBE Edwin Parr nomination.

## 5 | Conclusion

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The Edwin Parr Committee presents with great pride Suzanne Piechotta as the Calgary Board of Education's nominee for the ASBA Edwin Parr teacher award.



CHRISTOHER USIH  
CHIEF SUPERINTENDENT OF SCHOOLS

## ATTACHMENTS

Attachment I: 2020 Alberta School Boards Association Edwin Parr Award

## 2020 Alberta School Boards Association Edwin Parr Award

### Introduction

Every school board has excellent first year teachers, teachers who deserve to be recognized for their outstanding efforts by being nominated for the Alberta School Boards Association's (ASBA) Edwin Parr Teacher Award. ASBA encourages each school board to participate in the process leading to the selection of the 2020 ASBA Edwin Parr Teacher Award winners.

### Background

Edwin Parr homesteaded in the Meanook area near Athabasca in 1920. Prior to 1925 he began his long career in educational affairs as a member of the board with the George Lake School District. He served as chair of the board with the Athabasca School Division and was on the council of the County of Athabasca from its formation in 1959 until his death in January 1963. Edwin Parr was president of the Alberta School Trustees' Association (now ASBA) from 1956 to 1962. "Ed Parr", as he was known to all, instituted an Annual Teacher Award in his school system. Each year a member of the teaching staff was chosen to receive a gold watch and a certificate for long and meritorious service. To honour his memory and to honour the profession he so dearly respected, the Alberta School Trustees' Association (now ASBA) established the Edwin Parr Teacher Award in 1964.

### Eligibility criteria

- Any first year K-12 teacher is eligible for nomination.
- A minimum of 100 full-time equivalent days of teaching service within the current school year (i.e. September 2019 – June 2020) is required.
- A teacher may have up to a maximum of 120 full-time equivalent days of teaching service prior to signing a contract.
- A teacher must hold an Interim Professional Certificate or other valid Alberta teaching authority.
- First year teaching experience must be completed in Alberta with a school jurisdiction that is a member of the ASBA.

### Nomination determination and allocation

- Initial identification and selection of the nominee will be made by the school board.
- Please provide Attachment 4 to each nominee.
- Each school board may only nominate one (1) candidate to the zone selection committee.



### Required contents of nomination package

- The following documentation (in English) must be included in the nomination package:
  - Attachment 1 – School Board Nomination Form (*completed and signed*)
  - Attachment 2 – Nominee Consent Form (*completed and signed*)
  - Attachment 3 – School Board Evaluation (*completed and signed*)
  - The nominee's final student teaching evaluation (e.g. APT)
  - Additional summary remarks from the nominee's school principal
  - Current school staff photograph of nominee with head and shoulders, in high resolution electronic format (e.g. jpeg) for printed program (*preferably professional quality*)
- All forms and evaluations must be completed, and all elements noted above must be provided electronically. Please do not submit electronic productions of the teacher's work. Consideration of only the materials noted above will inform the zone selection process.

### School board submission process and deadline

- Upon school board approval of the nomination, the school superintendent, or his/her authorized representative, will submit one (1) complete electronic copy and one (1) paper copy of the completed nomination package to the zone chair (or designate) of the ASBA zone in which your jurisdiction is located by **March 16, 2020**, as shown below.

Please retain an electronic record of the nomination information at the nominating board office for a period of one year.

- All information provided in the nomination package will be considered confidential.
- Confirmation of receipt of the nomination package will be provided within 72 hours. If no confirmation is received within that timeframe, please follow up by telephone.

### Selection criteria

- The following criteria and requisite weighting will be used to determine the zone winner:
  - School board evaluation
  - Final student teaching evaluation
  - Interview with zone selection committee

The Teacher Quality Standards competencies will be used as part of the school board evaluation and integrated into the interview:

TQS1: Fostering Effective Relationships	A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.
TQS2: Engaging in Career-Long Learning	A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.
TQS3: Demonstrating a Professional Body of Knowledge	A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment



	practices to meet the learning needs of every student.
TQS4: Establishing Inclusive Learning Environments	A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.
TQS5: Applying Foundational Knowledge about First Nations, Métis and Inuit	A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students
TQS6: Adhering to Legal Frameworks and Policies	A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

### **Zone recognition and selection**

- Each zone hosts a recognition event for all nominees.
- Each zone will select one nominee as the zone winner of the award, with the exception of zone 2/3, which will select two winners due to the amalgamation of zones 2 and 3.

### **Alberta School Boards Association recognition**

- The provincial ASBA Edwin Parr Teacher Awards (smart watch and framed certificate bearing the Association's logo) will be presented to each of the six Edwin Parr Teacher Award winners at the ASBA Fall General Meeting, November 15-17, 2020.
- The Association will pay expenses for zone winner attendance at the presentation ceremonies during the ASBA Fall General Meeting.

### **GLOSSARY – Developed by the Board of Trustees**

Board: Board of Trustees

Governance Culture: The Board defined its own work and how it will be carried out. These policies clearly state the expectations the Board has for individual and collective behaviour.

Board/Chief Superintendent Relationship: The Board defined in policy how authority is delegated to its only point of connection – the Chief Superintendent – and how the Chief Superintendent's performance will be evaluated.

Operational Expectations: These policies define both the nonnegotiable expectations and the clear boundaries within which the Chief Superintendent and staff must operate. They articulate the actions and decisions the Board would find either absolutely necessary or totally unacceptable.

Results: These are our statements of outcomes for each student in our district. The Results policies become the Chief Superintendent's and the organization's performance targets and form the basis for judging organization and Chief Superintendent performance.

## report to Board of Trustees

## Correspondence

Date	March 3, 2020
Meeting Type	Regular Meeting, Public Agenda
To	Board of Trustees
From	Patricia Minor, Corporate Secretary
Purpose	Information
Governance Policy Reference	Operational Expectations OE-7: Communication With and Support for the Board

### 1 | Recommendation

The following correspondence is being provided to the Board for information:

- Letter dated October 23, 2019 to the Minister of Education, re: Public Education Assurance and Funding Framework.
- Letter dated October 31, 2019 to the Minister of Education, re: Disposition of Vacant Lands in the Huntington Hills Community.
- Letter dated January 17, 2020 from the Deputy Minister of Education, re: Disposition of Vacant Lands in the Huntington Hills Community.
- Letter dated November 5, 2019 from the Deputy Minister of Infrastructure, re: Public-Private Partnership (P3) Model.
- Letter dated November 18, 2019 to the Minister of Education, re: CBE Perspectives on P3 Schools.
- Letter dated December 16, 2019 from the Minister of Infrastructure, re: Public-Private Partnership Model.
- Letter dated November 19, 2019 to the Minister of Education, re: CBE Jurisdictional Boundary.
- Letter dated January 17, 2020 from the Minister of Education, re: CBE Jurisdictional Boundary.





**Board Chair**

**Marilyn Dennis** Wards 5 & 10

**Vice-Chair**

**Althea Adams** Wards 3 & 4

**Trustees**

**Trina Hurdman** Wards 1 & 2

**Lisa Davis** Wards 6 & 7

**Richard Hehr** Wards 8 & 9

**Julie Hrdlicka** Wards 11 & 13

**Mike Bradshaw** Wards 12 & 14

October 23, 2019

The Honourable Adriana LaGrange  
Minister of Education  
228 Legislature Building  
10800 - 97 Avenue  
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

**Re: Public Education Assurance and Funding Framework**

The Calgary Board of Education (CBE) believes that the Funding and Assurance Review provides a rare opportunity to fundamentally reconsider public education resourcing and accountability in Alberta.

The CBE supports a student centered resource allocation model that focuses on equitable achievement of student well-being and success. At the highest level the CBE supports the principles of operational simplicity, local flexibility, resource predictability, and funding adequacy.

**Funding Framework Attributes**

In terms of the funding framework itself, key attributes under the principles referenced above include:

- Clearly defining student success in terms of achievement, equity and well-being from Early Childhood Development to Grade 12 articulating the universal, targeted and intensive continuum of services and supports necessary for a modern public education system.
- Identifying rigorous, reliable and evidence based predictive and preventive indicators that inform the required continuum of services and supports.
- Linking the major cost drivers of the continuum of services and supports to the allocation of financial resources.
- Allocating public education funding in accordance with the principles of equity such that students in all school jurisdictions have an equal opportunity for success.
- Defining assurance and accountability requirements that directly support achievement of student achievement, equity and well-being outcomes while minimizing the costs associated with meeting eligibility requirements.

### **Funding Framework Attributes in Action**

The CBE believes that a revised funding framework must begin with clear attention to student achievement, equity and well-being outcomes. Specifically, student achievement, equity and well-being outcomes need to be clearly defined for the continuum of services and supports that cross universal, targeted, and intensive responses to intervention.

The CBE supports an equity-based approach to funding the continuum of supports and services. That principle of equity means that students across the public education system, irrespective of their personal circumstance, have an equal opportunity to achieve.

The CBE supports a funding framework where rigorous, reliable, evidence based predictive, and preventive indicators are used as the basis upon which the continuum of services and supports are applied and related funding is allocated. The indicators would be directly aligned with the agreed student achievement, equity and wellbeing outcomes. As an example, the Early Years Evaluation – Teacher Assessment is a robust, proven indicator with significant predictive value. Making this part of a modern funding and assurance framework would provide immense value and support increased accountability.

The CBE supports using the agreed indicators to support and inform the full range of services and supports provided to all public education stakeholders (Alberta Health Services, Social Services, Not-for-Profit services providers, etc.) This holistic approach leads to a student-centered approach that supports the efficient, effective and economical allocation of government resources.

The CBE supports a funding framework where the funding related to the predictive and preventative indicators is linked to the major cost drivers associated with the delivery of the continuum of services and supports.

### **Next Steps**

The CBE supports offering the CBE as a pilot jurisdiction for the purposes of developing the rigorous, reliable and evidence informed predictive and preventative indicators. Working in collaboration with Alberta Education and other school jurisdictions, this pilot project would inform the development of indicators that fully consider the unique aspects of the public education system in Alberta.

### **Administrative Cost**

The CBE is supportive of exploring all reasonable approaches to minimizing administration costs across the Alberta public education system. For example, the CBE is currently working in collaboration with Alberta Education on the viability of a broad, system wide enterprise reporting planning system.

That said, given that Board and System Administration costs as defined by Alberta Education are capped at 3.6 percent of total expenditures the CBE does not believe that savings will generate the level of savings necessary to even address the annual incremental cost of funding enrolment growth across the public education system.



The CBE believes that to achieve material administrative savings will necessitate up front investment. Public school jurisdictions are optimized for the operational context in which they operate. Implementing significant change will require strategic investment in technology, people, process and practice. Best practice suggests that it is critical to make prudent investment up front to ensure change success.

The CBE notes that administrative costs are driven, in large part, by the various accountability measures implemented by Alberta Education to prove either need or eligibility. The CBE supports a funding framework that maximizes the dollars available to support the provision of the continuum of services and supports while minimizing the resources required to confirm eligibility and support accountability requirements. To that end, the CBE would further offer to work with Alberta Education to create enabling, supportive and evidence based accountability measures.

### **Conclusion**

The Board of Trustees of the Calgary Board of Education appreciates this opportunity to provide input into the design and implementation of a modern public education funding and assurance framework. Under the principles of operational simplicity, local flexibility, resource predictability and funding adequacy the CBE is looking forward to working collaboratively with government to ensure students receive a public education that is second to none.

Sincerely,



Marilyn Dennis, Chair  
Board of Trustees

cc Christopher Usih, Chief Superintendent  
Brad Grundy, Superintendent, Finance/Technology Services, Chief  
Financial Officer, Corporate Treasurer





## Board of Trustees

1221 – 8 Street SW Calgary, AB T2R 0L4 | t | 403-817-7933 | f | 403-294-8282 | [www.cbe.ab.ca](http://www.cbe.ab.ca)

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**Mike Bradshaw** Wards 12 & 14

October 31, 2019

Honourable Adriana LaGrange  
Minister of Education  
10800 - 97 Avenue  
Edmonton, AB T5K 2B6

Dear Minister LaGrange:

Re: Disposition of Vacant School Lands – Huntington Hills Community

The Calgary Board of Education (CBE) is requesting Ministerial approval for disposition of vacant school lands in the community of Huntington Hills.

The above noted Reserve Lands are owned by the CBE but have never been developed with a school. The City of Calgary has expressed an interest in municipal ownership of this land parcel, related to the location of community association facilities.

A thorough review of the community profile indicates that existing CBE schools in the Huntington Hills community will have the capacity to serve the educational needs of the community in both the short and long term. The vacant parcel is determined to be surplus to CBE requirements.

On October 29, 2019, the CBE Board of Trustees passed the following motion:

*“THAT the Board of Trustees approves the disposition of surplus vacant lands as outlined in the private report of October 29, 2019”*

The CBE is hereby requesting Ministerial approval to dispose of the lands, located at 520 – 78 Avenue NW, Calgary, Alberta, and described legally as ‘Plan 6042JK; the Westerly (530) feet in perpendicular width throughout Block R (Community Reserve), containing (8.43) acres, more or less’.

There is no financial compensation related to the land transfer, as the Joint Use Agreement to which the CBE and City of Calgary are parties requires that transfer of Reserve Lands be provided at nominal value. The transfer will allow the municipality to consider other community uses for the lands, consistent with the intent and purpose of the Joint Use Agreement.

Sincerely,

Marilyn Dennis, Chair  
Board of Trustees

cc Christopher Usih, Chief Superintendent  
Dany Breton, Superintendent, Facilities and Environmental Services

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JAN 17 2020

AR108078

Christopher Usih  
Superintendent  
The Calgary School Division  
1221 8 Street SW  
Calgary AB T2R 0L4

Dear Mr. Usih:

I am pleased to respond to your October 31, 2019, letter requesting approval to dispose of the property located at 520-78 Avenue NW in the City of Calgary.

In accordance with Section 192(1) of the *Education Act* and Section 6(2) of the *Disposition of Property Regulation, A.R. 86/2019*, I hereby approve The Calgary School Division request to sell the property legally described as Plan 6042JK, the westerly (530) feet in perpendicular width throughout Block "R" (Community Reserve) containing (8.43) acres, more or less to the City of Calgary for the nominal sum of one dollar.

Your school board is responsible for ensuring the final agreements release the province and school board from any liability related to any environmental condition of the property.

If you have any questions, please contact Roman A. Sus, Manager, Capital Planning South, at [roman.sus@gov.ab.ca](mailto:roman.sus@gov.ab.ca) or 780-638-9599 (toll-free by first dialing 310-0000).

I trust this meets your requirements.

Sincerely,



Curtis Clarke, PhD  
Deputy Minister

cc: Dany Breton, Superintendent, Facilities and Environmental Services

AR48841

November 5, 2019

Christopher Usih  
Chief Superintendent  
Calgary Board of Education  
1221 -8 Street SW  
Calgary AB T2R 0L4

Dear Mr. Usih:

Our government has previously used the Public-Private Partnership (P3) model to deliver major roadways, a water/wastewater treatment plant, and 40 schools under the Alberta Schools Alternative Procurement program.

The government is once again assessing opportunities to create investment in Alberta through the P3 Model. A bundle of school projects has been identified as candidates meeting P3 criteria.

For the Calgary Board of Education, the Calgary Auburn Bay K-4 School has been identified as a candidate for the P3 model.

Alberta Infrastructure and Alberta Education have learned a lot through the experience of the previous Alberta Schools Alternative Procurement program, including the importance of engaging with all key stakeholders. We understand the previous program was not perfect and will be looking for your involvement, support, and feedback in the P3 process to better meet the needs of your school board.

With this in mind, we will be holding meetings starting the week of November 11, 2019 to provide an overview of the path forward. We are looking for a single point of contact to participate in those meetings. This contact will be an advocate for your board and help shape the Alberta P3 model. Please forward your contact to Vince Farmer, Executive Director, Learning Facilities Branch at Alberta Infrastructure, by email at [vince.farmer@gov.ab.ca](mailto:vince.farmer@gov.ab.ca).

.../2

For next steps, we will be engaging consultants to complete the required business case to assess the feasibility of delivering schools through the P3 model as compared to traditional methods. Our consultants will also evaluate the long-term potential Value-for-Money of the project. Only projects that make sense for Albertans would move forward under the P3 model.

If you have further questions, please contact me directly, by phone at 780-422-8463 or by email at [shannon.flint@gov.ab.ca](mailto:shannon.flint@gov.ab.ca).

Sincerely,

A handwritten signature in black ink, appearing to read 'S. Flint', written in a cursive style.

Shannon Flint  
Deputy Minister

cc: Dr. Curtis Clarke, Deputy Minister of Education  
Marilyn Dennis, Chair, Calgary Board of Education



## Board of Trustees

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November 18, 2019

Honourable Adriana LaGrange  
Minister of Education  
228 Legislature Building  
10800 - 97 Avenue  
Edmonton, AB T5K 2B6

Dear Minister Adriana LaGrange:

### RE: CBE Perspectives on P3 Schools

In light of the government's recent announcement that it would analyze use of a Public-Private Partnership (P3) approach for five schools announced on November 1, 2019, this letter is sent to share Calgary Board of Education (CBE) perspectives based upon our experience with P3 schools.

The CBE has ten P3 schools. Six of these are elementary schools that opened in September 2010. The grade configuration for this group includes three K-3 schools, two K-4 schools and one K-6 school. The other four are middle schools that opened in 2012. The grade configuration for this group includes one 4-9 school, two 5-9 schools and one 6-9 school.

The CBE experience has been that the requirement for the private partner to ensure the school has no deferred maintenance upon conclusion of the 30 year contract means that schools are generally well maintained. It has also been CBE experience that the P3 consortium ensures a timely response to break-down maintenance requests of the school. The weekly school visits by the private partner helps maintain good communications, although at times the lack of prior coordination around the timing for these visits can cause issues for school administration. Additionally, the school designs have also proved to be adequate for students and staff, although the opportunity for school jurisdictions to further influence future designs using their experience would be valuable.

Challenges arise in terms of the lack of roof access, even for minor things such as ball retrieval. Additionally, temperature adjustments must be planned well ahead of time, thereby providing less flexibility by school administration to adjust to unforeseen events. Most importantly, however, is the fact that building modifications such as the installation of a bicycle rack, as well as the approval for before-and-after school care programs, cannot be discussed directly between the school jurisdiction and the P3 consortium. All such requests must be processed through Alberta Infrastructure as the owner of the

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P3 contract. Moreover, proposed changes must also be considered in the context of the many other school jurisdictions with P3 schools under the same P3 contract. The result is exceedingly lengthy approval timeframes. It has also been our experience that the cost of minor modifications, such as the installation of an automatic door closer can be prohibitively expensive as a result of the 30 year timeframe such investments must be viewed through.

To summarize the CBE experience in four recommendations, we would offer that the:

1. experience of school jurisdictions be solicited to influence the design of the schools, this to ensure the schools best meet the learning needs of students;
2. P3 contract be enhanced to place greater emphasis upon facility performance in terms of meeting the day-to-day learning needs of students and staff. This would increase teacher programming flexibility, especially in terms of providing for spontaneity in areas such as temperature control;
3. red-tape and the lengthy approval timelines required for building modifications and before-and-after school care programming approval be reduced; and
4. school jurisdictions be provided greater authority in their dealings with the private partner, this to reduce the number of parties that are currently required for each transaction and in so doing, also reduce the amount of time and associated costs. This would need to be done in a way that allows Alberta Infrastructure to maintain its contractual responsibilities while concurrently protecting school jurisdictions from risks arising from the contract.

We appreciate the opportunity to provide you with CBE perspectives on P3 schools and look forward to conveying these same observations to Alberta Infrastructure during the sessions they have scheduled later this month. It is our hope that this input will help deliver future schools that are best positioned and most responsive to the future learning needs of students.

Sincerely,



Marilyn Dennis  
Chair, Board of Trustees

cc: Christopher Usih, Chief Superintendent  
Dany Breton, Superintendent, Facilities and Environmental Services



ALBERTA  
INFRASTRUCTURE

*Office of the Minister  
MLA, Calgary-Edgemont*



December 16, 2019

AR 49092

Ms. Marilyn Dennis  
Chair, Board of Trustees  
Calgary Board of Education  
1221 - 8 St SW  
Calgary, AB T2R 0L4

Dear Ms. Dennis:

Thank you for your November 18, 2019 letter regarding Calgary Board of Education's perspectives on schools delivered through the Public-Private Partnership (P3) model. I appreciate you sharing your Board's P3 experiences, comments, and concerns.

The government's policy is to ensure value for money is demonstrated through the use of P3s for capital projects and to incorporate lessons learned from previous experiences. This information will assist us in developing the value for money assessment in forthcoming business cases. We will proceed with a P3 approach only if long term value for money is demonstrated.

We value your input and will work collaboratively with you as we proceed. This will include opportunities for school board input in school design, construction, and contract management through the maintenance and renewal concession.

Your input will assist in all of Alberta's schools being consistently well planned, built, and maintained for current and future generations.

Thank you for taking the time to write.

Sincerely,

Prasad Panda  
Minister

cc: Honourable Adriana LaGrange  
Minister of Education



**Board Chair**

**Marilyn Dennis** Wards 5 & 10

**Vice-Chair**

**Althea Adams** Wards 3 & 4

**Trustees**

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**Richard Hehr** Wards 8 & 9

**Julie Hrdlicka** Wards 11 & 13

**Mike Bradshaw** Wards 12 & 14

November 19, 2019

The Honourable Adriana LaGrange  
Minister of Education  
228 Legislature Building  
10800 - 97 Avenue  
Edmonton, AB T5K 2B6

Dear Minister LaGrange,

**Re: Calgary Board of Education (CBE) Jurisdictional Boundary**

On behalf of the board of Trustees, I am writing to request an adjustment to the Calgary Board of Education's jurisdictional boundary.

The areas the CBE is requesting to be annexed are the entire area of the Haskayne Area Structure Plan (ASP), part of the Belvedere ASP, and the remainder of the West Macleod ASP. All of these areas are within the City of Calgary's municipal boundary.

Haskayne ASP

This area is located on the northwest side of the City of Calgary, north of the Bow River.

The legal descriptions of the area are: Plan 7416JK, Parcel E; Plan 5126JK, Parcel D; Plan 1139HJ, Parcel A; part of SEC 6-TWP 25-Rg 2; part of SEC 1-TWP 25-Rg 3; part of SEC 12-TWP 25-Rg 3; part of SEC 13-TWP 25-Rg 3; and part of SEC 14-TWP 25-Rg 3 (Attachment I).

Belvedere ASP (part)

This area is located on the east side of the City of Calgary, east of Stony Trail SE and south of the Trans-Canada Highway.

The area starting to be developed is bounded by the northern limit of SE 13-TWP 24-Rg 29, SW 18-TWP 24-Rg 28, and SE 17-TWP 24-Rg 28 on the north, the City's boundary on the east (116 Street SE/Range Road 284), 17 Avenue SE on the south, and the current CBE jurisdictional boundary/84 Street SE on the west (Attachment II).

The legal descriptions of the area are parts of: SEC 13-TWP 24-Rg 29, SEC 18-TWP 24-Rg 28, and SEC 17-TWP 24-Rg 28.

Remainder of the West Macleod ASP

This area is located on the south side of Calgary, west of Macleod Trail SE. The area is bounded by the current CBE jurisdictional boundary on the north; Macleod Trail SE, Pine Creek and Canadian Pacific (CP) railway line on the east; and the City boundary on the south and west (Attachment III).

The legal descriptions of the area are parts of: SEC 16-TWP 22-Rg 1, SEC 15-TWP 22-Rg 1, SEC 14-TWP 22-Rg 1, SEC 9-TWP 22-Rg 1, SEC 10-TWP 22-Rg 1, and SEC 11-TWP 22-Rg 1.

The majority of the 36,000 acres annexed by the City of Calgary, from the MD of Foothills in 2005 and the MD of Rocky View in 2007, remain outside of the CBE's jurisdictional boundaries. The Minister of Education, in a letter dated February 23, 2009 (Attachment IV), identified that it was in the best interest of students to retain the existing school boundaries until urban development warranted change and parts of the annexed lands become subject to area structure plans and real estate development.

All of these areas now meet these criteria as they are communities with approved area structure plans that are now seeing roads, underground utilities and homes in various stages of construction.

The Rocky View School Division and the Foothills District School Division No. 28 were notified of the CBE's intention to request the Minister of Education to incorporate these areas into its boundaries in letters dated November 1, 2019 to their Director of Facility Planning and Director of Planning, respectively (Attachments V and VI).

Based on the above information, I am respectfully requesting that the Minister of Education invoke her authority under Section 23 of the *School Act* and incorporate these lands into the CBE's jurisdictional boundary.

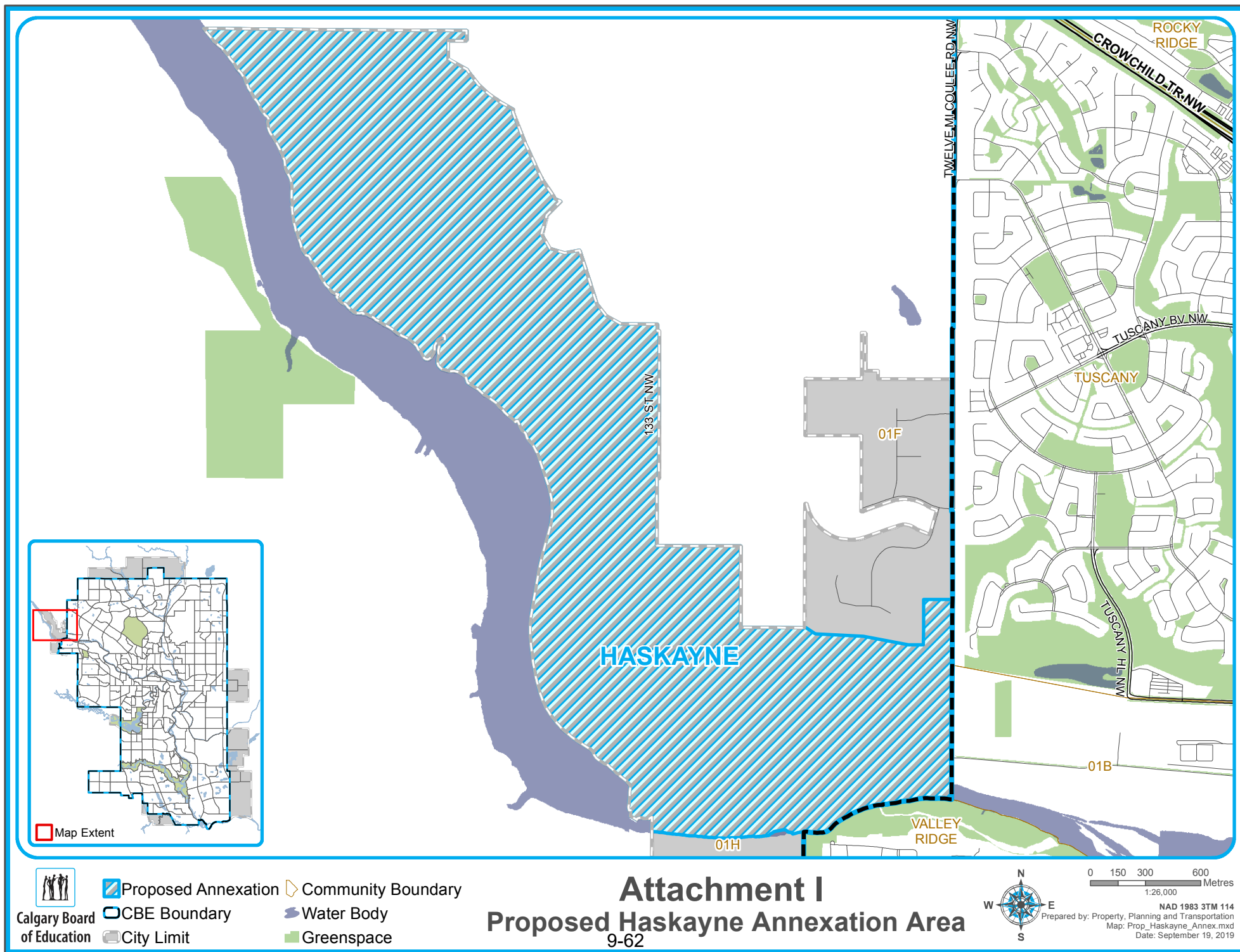
Thank you for your consideration on this matter.

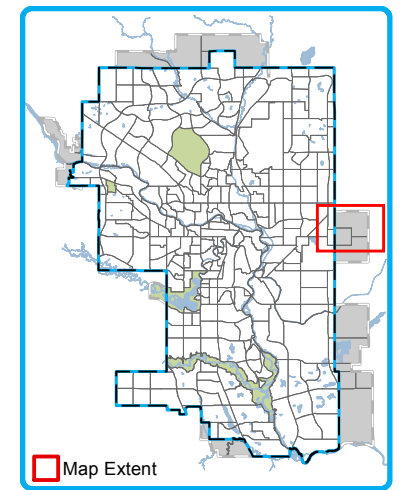
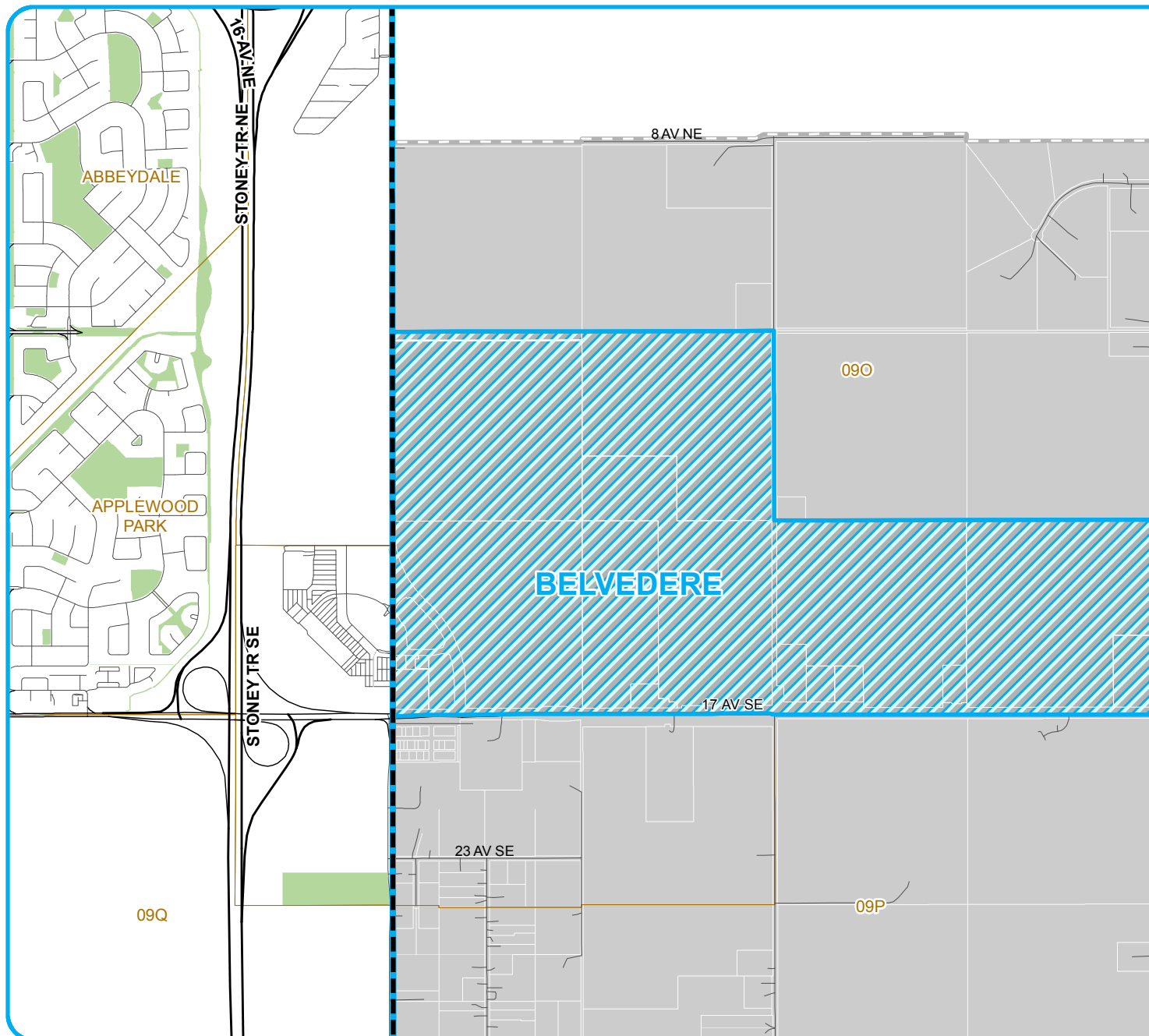
Yours sincerely,

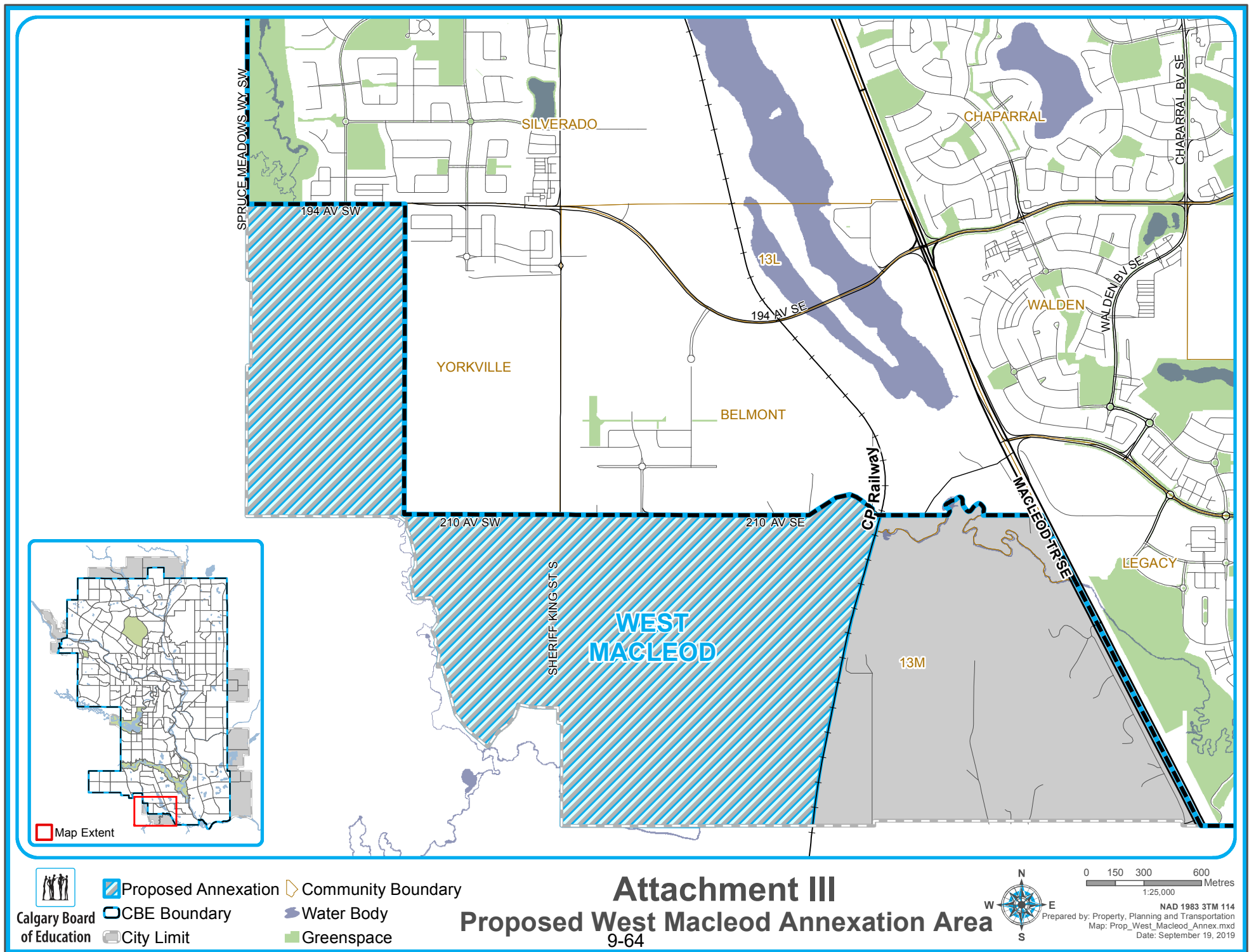
A handwritten signature in blue ink, appearing to read 'M. Dennis', with a stylized flourish at the end.

Marilyn Dennis, Chair  
Board of Trustees

Attachments







February 23, 2009

ALBERTA  
EDUCATION*Office of the Minister*

Ms. Pat Cochrane  
Chairman  
Calgary School District  
515 Macleod Trail SE  
Calgary, Alberta  
T2G 2L9

Dear Ms. Cochrane:

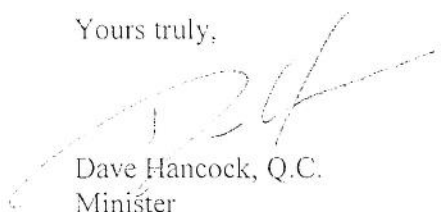
In 2005 and 2007, the City of Calgary annexed land into Foothills School Division, Christ the Redeemer Catholic Separate Regional Division and Rocky View School Division (see attached map).

As a result of municipal annexations, my ministry has been conducting a review of the school jurisdiction boundaries in the Calgary area over the past year, and that review is now complete. I appreciated the opportunity to consider the views expressed by school jurisdictions regarding annexation in the Calgary area. I wish to assure you that the information provided by school jurisdictions regarding their individual perspectives was conveyed to me by my staff and proved to be most helpful. I will not invoke my authority under Section 239 of the *School Act* to add or take lands from the affected school jurisdictions. I believe that it is in the best interest of students to leave school jurisdiction boundaries as they currently are. However, boundaries may be looked at in the future if urban development warrants a further review. Please ensure that your current and long-term planning continues to meet the needs of both current and future resident students.

Therefore, Calgary Board of Education, Calgary Roman Catholic Separate School District, Foothills School Division, Christ the Redeemer Catholic Separate Regional Division, and Rocky View School Division will continue to operate with their current educational boundaries.

If you have any questions, please contact my office at 780-427-5010.

Yours truly,

  
Dave Hancock, Q.C.  
Minister

Attachment

worldskills  
Calgary2009

224 Legislature Building 10800 - 97 Avenue, Edmonton, Alberta Canada T5K 2B6 Telephone 780-427-5010 Fax 780-427-5018  
203, 569 Riverbend Square, Edmonton, Alberta Canada T6R 2E3 Telephone 780-413-5970 Fax 780-413-5971

*Printed on recycled paper*



November 1, 2019

Sent Via Email

Colette Winter  
Director of Facility Planning  
Rocky View Schools  
2651 Chinook Winds Drive SW  
Airdrie, AB T4B 0B4

Dear Ms. Winter:

---

**Re: Consideration of Changes to Jurisdictional Boundaries**

---

I am writing to follow up on the conversations you have had with CBE planning staff and to formally advise that the Calgary Board of Education (CBE) will be seeking to request approval from the Province of Alberta for a boundary change

Under previous governments, the Minister of Education advised that it was in the best interest of students to leave school jurisdiction boundaries as they were until urban development warranted change. With urban development advancing in areas previously annexed by the City of Calgary, the CBE is now requesting corresponding boundary changes.

The areas the CBE will be requesting to annex are the following, which is within the City of Calgary's municipal boundary. A map showing the location of the area is provided at the end of this letter.

**Haskayne ASP**

This area is located on the northwest side of the City of Calgary, north of the Bow River.

The legal descriptions of the area are: Plan 7416JK, Parcel E; Plan 5126JK, Parcel D; Plan 1139HJ, Parcel A; part of SEC 6-TWP 25-Rg 2; part of SEC 1-TWP 25-Rg 3; part of SEC 12-TWP 25-Rg 3; part of SEC 13-TWP 25-Rg 3; and part of SEC 14-TWP 25-Rg 3 (Attachment I).

Belvedere ASP (part)

This area is located on the east side of the City of Calgary, east of Stony Trail SE and south of the Trans-Canada Highway.

The area starting to be developed is bounded by the northern limit of SE 13-TWP 24-Rg 29, SW 18-TWP 24-Rg 28, and SE 17-TWP 24-Rg 28 on the north, the City's boundary on the east (116 Street SE/Range Road 284), 17 Avenue SE on the south, and the current CBE jurisdictional boundary/84 Street SE on the west (Attachment II).

The legal descriptions of the area are parts of: SEC 13-TWP 24-Rg 29, SEC 18-TWP 24-Rg 28, and SEC 17-TWP 24-Rg 28.

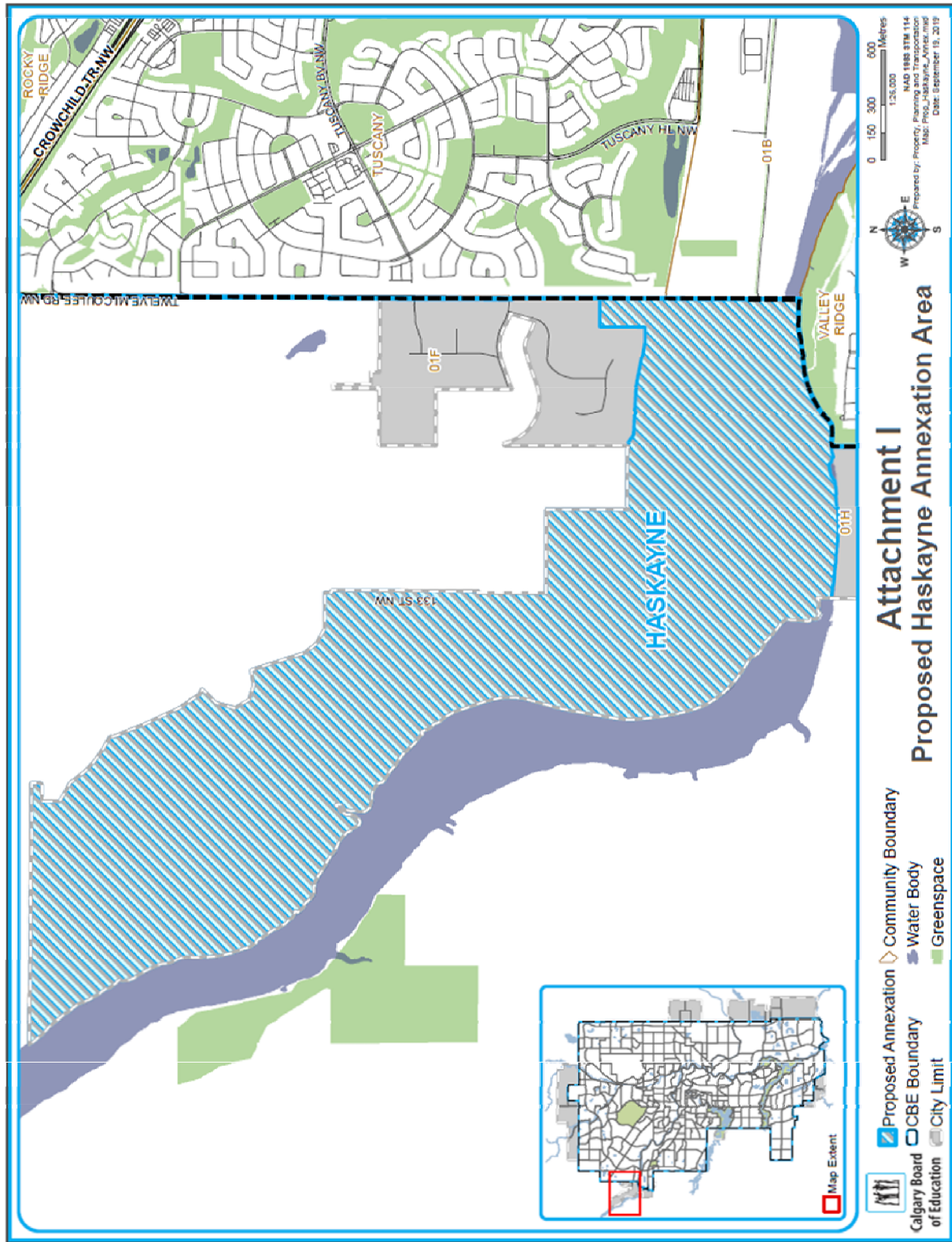
The CBE wishes to continue to work in partnership with Rocky View Schools to ensure the effective planning for current and future students. If you require any further information or have any questions please contact me.

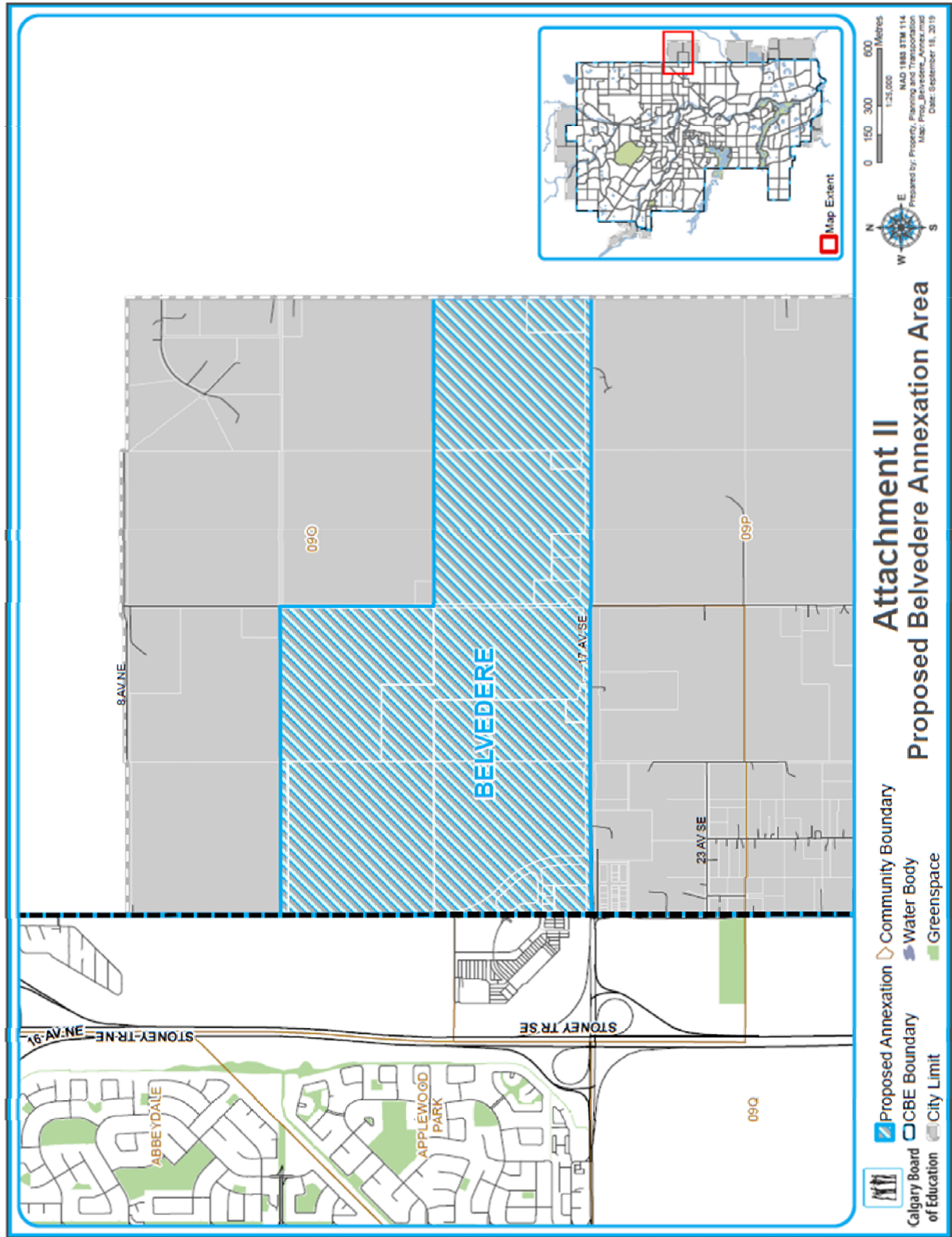
Thank you,

*Carrie Edwards*

Carrie Edwards  
Director, Planning and Transportation  
t | 403-817-7225  
f | 403-777-8769









November 1, 2019

Sent Via Email

Monica Kohlhammer  
Director of Planning  
Foothills School Division No. 38  
P.O. Box 5700  
129 – 4<sup>th</sup> Avenue SW, Suite 300  
High River, AB T1V 1M7

Dear Ms. Kohlhammer:

### **Re: Consideration of Changes to Jurisdictional Boundaries**

---

I am writing to follow up on the conversations you have had with CBE planning staff and to formally advise that the Calgary Board of Education (CBE) will be seeking to request approval from the Province of Alberta for a boundary change.

Under previous governments, the Minister of Education advised that it was in the best interest of students to leave school jurisdiction boundaries as they were until urban development warranted change. With urban development advancing in areas previously annexed by the City of Calgary, the CBE is now requesting corresponding boundary changes.

The area the CBE will be requesting to annex is the West Macleod Area Structure Plan (ASP), which is within the City of Calgary's municipal boundary. A map showing the locations of the communities is provided at the end of this letter.

#### **Remainder of West Macleod ASP and Silverado Community**

This area is located on the south side of Calgary, west of Macleod Trail SE. The area is bounded by 194 Avenue SE and a straight line extending from its eastern endpoint to Macleod Trail SE on the north, Macleod Trail SE, Pine Creek and Canadian Pacific (CP) railway line on the east, and the City boundary on the south and west (Attachment I).

The legal descriptions of the area are parts of: SEC 16-TWP 22-Rg 1, SEC 15-TWP 22-Rg 1, SEC 14-TWP 22-Rg 1, SEC 9-TWP 22-Rg 1, SEC 10-TWP 22-Rg 1, and SEC 11-TWP 22-Rg 1.

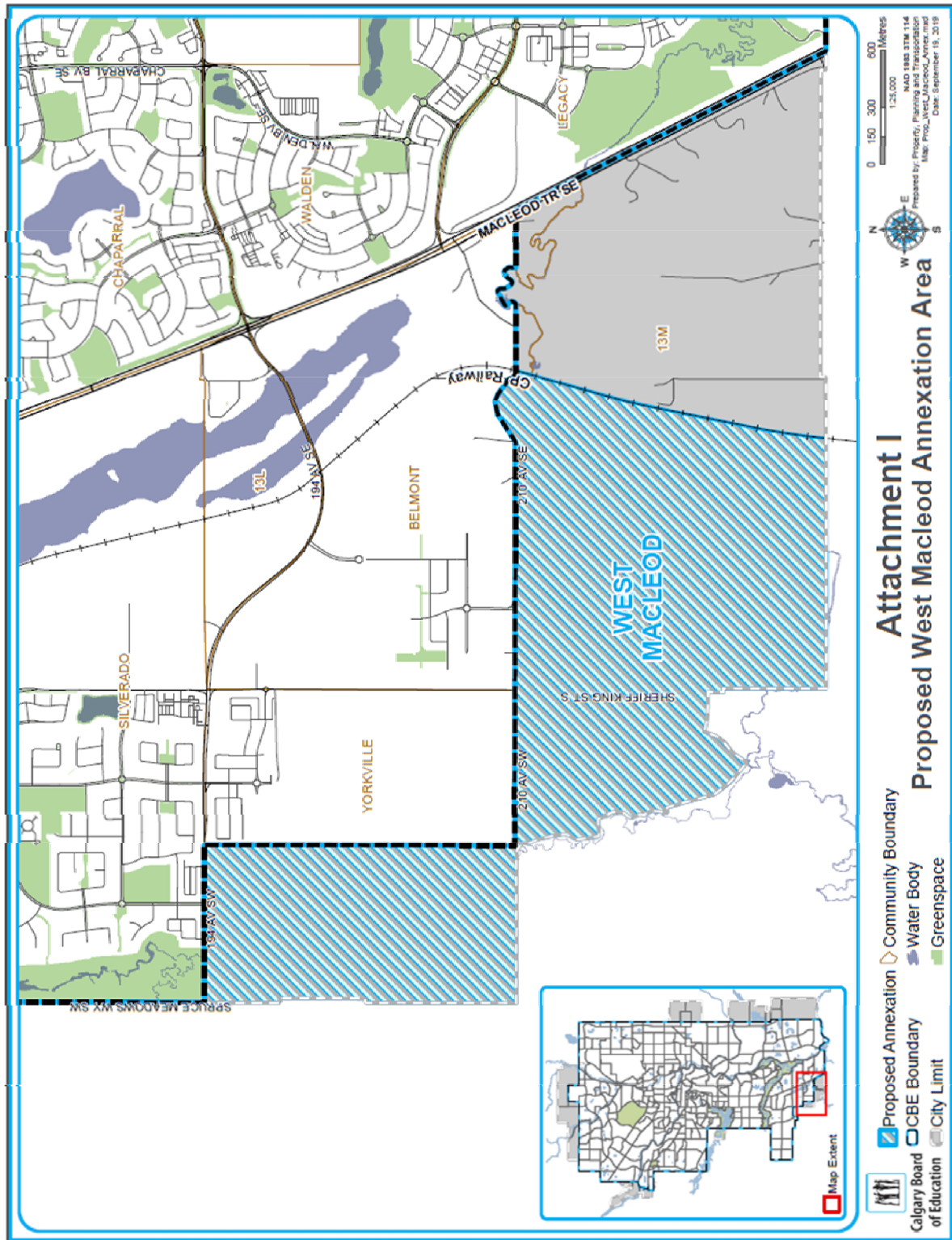
The CBE wishes to continue to work in partnership with Foothills School Division No. 38 to ensure the effective planning for current and future students. If you require any further information or have any questions please contact me.

Thank you,

*Carrie Edwards*

Carrie Edwards  
Director, Planning and Transportation  
t | 403-817-7225  
f | 403-777-8769







*Office of the Minister*



AR108393

JAN 17 2020

Ms. Marilyn Dennis  
Chair  
Calgary Board of Education  
1221 - 8 Street SW  
Calgary AB T2R 0L4

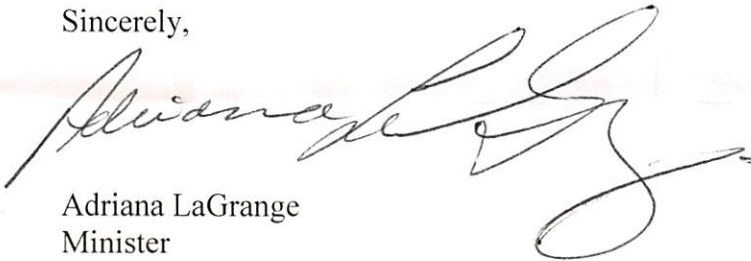
Dear Ms. Dennis:

Thank you for your November 19, 2019 letter on behalf of your board of trustees regarding a request to adjust the Calgary Board of Education's jurisdictional boundary.

I appreciate the information you have provided regarding boundary adjustments for the entire area of the Haskayne Area Structure Plan (ASP), part of the Belvedere ASP and the remainder of the West Macleod ASP within Calgary's municipal boundary. Alberta Education staff are currently conducting a review of these areas. You should receive an update on the status of the review in February 2020.

I wish your staff and students continued success in the current school year.

Sincerely,



Adriana LaGrange  
Minister